DOCUMENT RESUME

ED 034 011	UD 009 322

AUTHOR	Fox, David J.; And Others
TITLE	Summer 1967 Elementary School Programs for Disadvantaged Pupils in Poverty Areas in New York City. Evaluation of New York City Title I Educational Projects, 1966-67.
INSTITUTION	Center for Urban Education, New York, N.Y. Committee on Field Research and Evaluation.; City Coll. Research Foundation, New York, N.Y.
Spons Agency	New York City Board of Education, Brooklyn, N.Y.
Pub Date	Nov 67
Note	323p.
EDRS Price	EDRS Price MF-$1.25 HC-$16.25
Descriptors	Art Education, *Disadvantaged Schools, *Elementary School Students, Mathematics Instruction, Music Education, Non English Speaking, Reading Improvement, *Retarded Readers, *Summer Programs, Superior Students, Teacher Aides, Teacher Education
Identifiers	*Elementary Secondary Education Act Title I, ESEA Title I Programs, New York City

Abstract

An elementary summer school program involved some 40,000 New York City disadvantaged students who were retarded in reading. The program provided for additional instruction in reading, language arts, and mathematics. One hundred and twenty-four schools participated, with additional programs of special components for non-English speaking students and gifted children, and for cultural enrichment in music and art instruction in several schools. This two section report includes the evaluation of each of these component programs as well as of a special program for training educational aides, in addition to dealing with the main programs. Data from administrators, principals, teachers, and students were gathered while the program was in operation in 1967. (KG)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

PROGRAM REFERENCE SERVIC
CENTER FOR URBAN EDUCATIC

09322 E

ED034011

Center for Urban Education
33 West 42nd Street
New York, New York 10036

SUMMER 1967 ELEMENTARY SCHOOL PROGRAM FOR DISADVANTAGED PUPILS IN POVERTY AREAS IN NEW YORK CITY

David J. Fox, Norman P. Shapiro
and Valerie Barnes

Evaluation of a New York City school district educational project funded under Title I of the Elementary and Secondary Education Act of 1965 (PL 89-10), performed under contract with the Board of Education of the City of New York for the 1966-67 school year.

Conducted under subcontract by the City College Research Foundation

UD 009 322

Committee on Field Research and Evaluation
Joseph Krevisky, Assistant Director
George Weinberg, Title I Coordinator

November 1967

TABLE OF CONTENTS

Chapter		Page
I	Introduction	1
II	Evaluation Design	4
III	Results and Summary	15
IV	The Component for Gifted Children	71
V	The Enrichment Component	103
VI	Component for Children with Retarded Mental Development	129
VII	The Component for Non-English Speaking Children	147
VIII	The Educational Aides Component	160
IX	Summary Ratings and Conclusions	176
APPENDIX A:	The Library Program	A1
APPENDIX B:	Instruments	B1
APPENDIX C:	Staff List	C1

(Tables included in Text)

Chapter I

INTRODUCTION

During the summer of 1967, 124 elementary schools in New York City participated in a six-week, half-day program, designed to provide more than 40,000 children from disadvantaged areas who were retarded in reading with additional instruction in reading, language arts, and mathematics. In addition to a program in reading and mathematics, several schools had additional component programs for children with special needs. For children who needed assistance with language, a special non-English speaking or English as a second language component was established in 58 schools. Classes for mentally retarded children were provided in 31 schools. Two special programs were provided for children who were retarded in neither reading nor arithmetic; one of these, for gifted children, was designed to provide children with a variety of subjects, with components established in 18 schools; and the other, at 39 schools, was designated as an enrichment program, and provided exclusively music and art activities. The duration of these programs was from July 5 to August 15. With the exception of seven schools having only the basic reading and mathematics program funded by the Board of Education, these programs were funded entirely under Title I of the Elementary and Secondary Education Act of 1965.

This report includes the evaluation of each of these component programs as well as of a special program for the training of educational aides in the classroom. Since the large majority of children were enrolled in the reading and mathematics program, more data were obtained for that program than for the others. These data will be reported in Part I of this evaluation. Part II will report the data on the other component programs.

The research problems that arose in the course of this evaluation were numerous. Most important, perhaps, is the fact that no appropriate control group was available for comparison purposes, making most of the conclusions, at best, only tentative.

This report presents data obtained while the program was in operation, from observers, principals, teachers, and the children themselves. But we believe that the ultimate criterion for determining the effectiveness of the program depends not only on how the children performed during the program, but also on how the program will affect them in the future.[1]

---

[1] A limited followup study will be undertaken during the 1967-68 school year.

PART I

THE READING AND MATHEMATICS COMPONENT

Chapter II

EVALUATION DESIGN

The objectives of the program in reading and mathematics, as stated by the Board of Education, were to raise the achievement levels of pupils retarded in these two areas and, at the same time, to foster an attitude favorable toward learning in general and toward reading and mathematics in particular. The following objectives were listed in the Board of Education's project description:

a. To improve classroom performance in reading beyond the usual expectation,
b. To improve classroom performance in other skill areas beyond usual expectation,
c. To change (in a positive direction) children's attitudes toward school and education,
d. To raise their educational aspiration levels,
e. To raise their expectation of success in school,
f. To improve the children's average daily attendance, and
g. To modernize the individualization of instruction of disadvantaged children.

Participation in the program was voluntary, in that children were not required to make up for failing performance the previous school year. The only criterion for eligibility was that children who did attend reside within an attendance zone officially designated as located within a poverty area. No specific levels of achievement in reading or mathematics were required for admission to the summer program.

Sample

The sample consisted of 15 schools, randomly selected from the 124 elementary schools participating in the Summer Day Elementary School (SDES) program. An attempt was made to maintain a proportionate number of schools in each borough and a proportionate number of schools possessing different numbers of component programs. Four of the schools were in Manhattan, three in the Bronx, six in Brooklyn, and two in Queens. Children from these sample schools who had been in third- and fifth-grade classes during the previous school year (i.e., representing two different grade levels) were selected as the sample population.

Rather than selecting different sample schools for each phase of the evaluation, data were collected, insofar as possible, from the same classes in the same schools. The following data were obtained from each of the 15 sample schools: (a) achievement test data; (b) data on pupil attitudes obtained from a paper-and-pencil test developed for this study ("Me and My School"), and from personal interviews with a sample of children; (c) classroom lesson observations; and (d) both initial and final teacher questionnaires.[1]

Additional data were obtained from three other sources. Supervisors (principals) of the summer schools were sent initial and final questionnaires; Librarians[2] were asked to fill out one questionnaire at the end of the summer session. Also, a sample of teachers from 11 schools other than the 15 selected schools was obtained. The questionnaire sent to them will be referred to as the "Non-Sample" Teacher Questionnaire to distinguish it from the "Sample" Teacher Questionnaire given to teachers from the sample schools. The schools chosen included five in Queens, two in Manhattan, two in Bronx, and one in Brooklyn.

---

[1] Depending on the source of the data, the number of children tested and the number of respondents to questionnaires varied. The precise numbers are noted in the Results section.

Description of Instruments Used[3]

A. Academic Achievement

The Gates MacGinitie Reading Tests, Primary B (Forms 1 and 2), were administered to the third graders to measure vocabulary and reading comprehension. The fifth-grade children received the Gates MacGinitie, Primary C (Forms 1 and 2). Achievement in arithmetic computation was measured by the Metropolitan Achievement Test (Elementary Arithmetic, Forms A and B), for third graders and by the same test, (Intermediate Arithmetic, Forms A and C) for the fifth graders. The two alternate forms of each test were employed for the initial and final test sessions; half the children received, e.g., Form 1 and then Form 2, and the other half received, e.g., Form 2 followed by

---

[2] Appendix A discusses the results of the librarian questionnaire as well as data obtained from other sources in the attempts to evaluate the effectiveness of the library program.

[3] Copies of each of the instruments are included in the appendices.

Form 1.

The achievement tests were administered during the second week of the program, on July 12, 13, and 14, and again during the last week of the program, on August 9, 10, and 11. Those classes which were given both reading and arithmetic tests were tested on consecutive days. Because of pupil attrition, reorganization of classes or absences, many children were not available for the final testing session. The final sample consisted only of children who completed both initial and final tests. Qualified[4] graduate students were employed as examiners. While tests were administered solely by these examiners, classroom teachers were present during the testing and gave occasional assistance to the examiners.

Raw scores obtained for each of the tests were converted to grade levels according to norms indicated in the test manuals.[5] Medians and means for initial, final, and difference scores were obtained and t-tests were performed for paired data to determine whether there were significant changes from initial to final testing. The numbers of children whose test scores increased, decreased, and did not change were also calculated in order to determine whether a significantly greater proportion of the children showed increased rather than decreased scores on each test.

---

[4] Required qualifications were teaching experience and/or experience in group testing.

[5] These grade levels are based on national rather than New York City norms. According to the Technical Manual accompanying the Gates MacGinitie Reading Test, norms were constructed based upon a nationwide sample of approximately 40,000 pupils in 38 communities. These norms were thought adequate for the purpose of detecting change from initial to final testing.

In addition to the evaluation of pupil progress, certain other relationships were explored. Possible correlations were investigated between (a) initial class test means and class difference scores (to determine whether achievement depended upon how well the children were initially doing); (b) class difference scores and teacher expectancy (to determine whether there was a relationship between how well the teachers expected their children to do and how well they actually did); and (c) class difference scores and years of teacher experience (to determine whether achievement of a class depended upon the amount of experience the teacher possessed). For all tests, significance levels were set at .05, though probabilities less than .05 were reported where obtained.

B. Pupil Attitude Inventory

All children who were tested in reading and arithmetic were also given a twelve-item attitude inventory developed for this study. Testers administered this inventory prior to administration of achievement tests. As with the achievement data, only those children who were present for both the first and second sessions were included in the final sample.

The inventory consisted of six items (1, 2, 3, 5, 6, 10) intended to tap attitudes toward summer school and six items (4, 7, 8, 9, 11, 12) intended to measure educational attitudes and aspirations in general. The general items were not altered from initial to final testing, but those statements that referred to summer school were changed to past tense. Certain informational items were added to the final test.

The attitude inventory provided a four-point scale, representing various degrees of positive or negative attitudes to each item. Responses were classified as positive (+), neutral (0), and negative (-), using the extreme answers as positive or negative and grouping the weaker intermediate responses into a category representing neither strongly positive nor strongly negative opinion.

C. Individual Lesson Observations

During the third week of the program, the classes that were tested in reading and arithmetic were observed by faculty members of local college education departments. Over a period of six days, each observer spent a minimum of one hour in each classroom observed, completing two classroom observations per morning. A total of 51 classes were observed.

The observers rated the classes on various items which, for the purposes of analysis, were grouped into three major categories: (a) qualities of the lesson; (b) qualities of the teacher; and (c) overall evaluation. For each item, the number and per cent of observers responding with each possible answer were obtained. Additional comments made by observers were content-analyzed and percentages obtained for each of the categories.

As with the Pupil Attitude Inventory, the percentages obtained were converted into a three-category scale: positive (+), neutral (o), and negative (-).

D. Pupil Interviews

Concurrent with the classroom observations, a random sample of the children tested in reading and arithmetic were individually interviewed by graduate students in the School Psychology Program at City College. A list of ten randomly selected children from each class that had been given the achievement tests was compiled, maintaining, however, an equal proportion of boys and girls. From this list, the interviewers themselves randomly selected five children to be interviewed per class, with the five remaining names serving as alternates in case of absences. A total of 45 third-grade and 70 fifth-grade children were interviewed.

As requested, most schools provided a separate room for the interview. The interviewer took the child from his classroom to this room and escorted him back to his classroom following the interview. Interviews generally lasted for about 20 minutes. The child was told that he would be asked some questions about his summer school and about his regular school and was assured that whatever was said would not be told to his teacher or supervisor. The interview guide consisted of questions to be answered by the child and items to be rated by the interviewer. Each rated item was based on a five-point scale. The interviewer recorded the child's responses and rated the child on the appropriate scales while the interview was in progress.

The ratings were tallied, summed, and converted to percentages. Once again, the percentages were converted into a three-point scale: positive (+), neutral (0), and negative (-). Open-ended responses from the children were content-analyzed.

E. Questionnaires to Staff

1. Supervisor Questionnaires

At the end of the first week of the program and again in the last week of the program, each of the 125 participating supervisors, functioning in the capacity of summer school principals, was mailed a questionnaire with an enclosed return envelope. One hundred three supervisors (82 per cent) returned the initial questionnaire and 102 supervisors (82 per cent) returned the final questionnaire. Some items on the two questionnaires were comparable, though the final questionnaire contained mainly evaluative data, while the initial questionnaire attempted to determine principals' expectations about the program.

2. Sample Teacher Questionnaires

Questionnaires attempting to determine teacher expectations were given to all teachers in the 15 sample schools at the time of the initial achievement testing. The final questionnaire, administered at the time of the final achievement testing, attempted to determine the extent to which teacher expectations were fulfilled,as well as to obtain ratings of pupil progress and other aspects of the program. At each school, one examiner distributed the questionnaires with an attached return envelope either in the teachers' mailboxes or directly to those teachers whose classes were being tested. Of approximately 175 initial forms distributed, 96 (55 per cent) were returned. Of an estimated 150 final forms distributed, 100 were returned (67 per cent).

3. Non-Sample Teacher Questionnaires

Because of the length of the teacher questionnaire the investigators felt that additional questions would jeopardize the rate of return. Yet there were additional questions the research staff wished to ask SDES teachers. In order to obtain answers to these questions, 11 additional schools (not part of the 15 sample schools and thus termed "non-sample") participating in SDES programs throughout the city were selected for distribution of a separate teacher questionnaire. Questionnaires (with return envelopes) were distributed in the mailboxes of only the teachers in the reading/arithmetic program. Of approximately 110 forms distributed, 69 (63 per cent) were returned.

For questionnaire data obtained from supervisors and teachers the per cent of respondents selecting each option of the multiple choice items was obtained. Open-ended questions were subjected to content analysis, and percentages for each derived category of response were obtained.

Organization and Analysis of Data

In many cases, data relating to a given area of functioning were obtained from many of the sources -- teacher ratings, supervisor ratings, achievement and attitude test scores, or pupil interviews. Rather than organize this report in terms of separate discussions of each of the instruments, a more meaningful presentation was thought to be a discussion of each of the areas of functioning evaluated. In the section on achievement, for example, data obtained from all the available sources are discussed. Items from teacher and supervisor ratings and from pupil interviews supplement test score data in the overall assessment of pupil achievement. The report of the results, presented in Chapter III, is divided into five sections: (I) The Quality of Instruction and Instructional Staff; (II) Academic Achievement; (III) Pupil Attitudes toward School, School Subjects, and Related Aspects of Personal Growth; (IV) Staff Attitudes toward Program; (V) Attendance; and (VI) Summary and Conclusions on Reading and Mathematics Program.

Only standardized test score data were treated in an inferential manner. All other data were described in terms of the percentages of responses to each of the options in closed-ended items or in terms of percentages obtained from categories derived from content analysis, in the open-ended or free-response items. In all cases where items were omitted, where the rater indicated "no basis for judgment," or where he indicated an item to be irrelevant, percentages obtained for "relevant responses" were based on the total number in the sample less the number of "omits" or "not-relevants."

Finally, a note regarding the reliability of the instruments used. Where standardized achievement tests were used, reliabilities may be found by consulting the test manuals and technical reports. The reliability of the Observer Rating Instrument was not determined; however, for a very similar instrument from which the current instrument was adapted,[6] the reported reliabilities were between .90 and .96, based on joint independent observations of the same classes. Reliabilities have yet to be established for the Pupil Attitude Inventory and the Pupil Interview Rating Sheet.

---

[6] David J. Fox, "Expansion of the More Effective Schools Program" (New York: Center for Urban Education, September 1967).

Chapter III

RESULTS AND SUMMARY

I. The Quality of Instruction and the Instructional Staff

The data in this section were obtained from three sources: (a) Individual Lesson Observations in third and fifth grades from the sample schools; (b) Items from a Teacher Questionnaire given to a sample of teachers dealing with teachers' background and experience; and (c) Ratings by a sample of supervisors, of their staff members.

A. Individual Lesson Observations

Observers completed an observational checklist for each of 51 classes, rating specific items in three general areas: (1) the qualities of the lesson; (2) the qualities of the teacher; and (3) an overall evaluation. Ratings of items on the qualities of the lesson were further subdivided into three areas: (a) planning, organization, and substantive qualities of the lesson; (b) stimulation of interest and pupil responses; and (c) evidences of creativity and originality in the lesson.

Seventy-three per cent of the observers indicated that they observed either a language arts or a reading lesson; 22 per cent observed an arithmetic lesson, and 28 per cent observed activities other than reading or arithmetic, or in addition to teaching and arithmetic.[1] Almost all (98 per cent) of the observers indicated that they observed what they felt was at least a reasonable approximation of normal functioning in the classroom.

Table 1 shows the per cent of classes rated as positive, neutral, and negative for each item within each category. Categorizing responses as positive, neutral, and negative was necessary because of the non-comparability of the various scale items. The obtained percentages for each response and delineation of the categories are presented in the appendix.

Considering planning and organization, a majority of classes were rated as having lessons that were "well planned," "well organized, " "clear," and "steady." In the second area, stimulation of interest, the most positive ratings were for the item dealing with pupil interest in and ability to follow the lesson. The majority of observers however, reported seeing few classes in which the lessons elicited spontaneous pupils' questions. In terms of creativity and originality evidenced in the lesson, the per cent of classes rated favorably was consistently low.

In the final area, qualities of the teacher, high percentages of favorable ratings were obtained for all teacher qualities, including personal factors and demonstrated knowledge of subject.

For the overall rating (see Table 2) observers responded to the question, "How would you rate the lesson you have just seen consider-

---

[1] Percentages add up to a sum greater than 100 per cent due to multiple responses, since in any one classroom more than one lesson may have been observed.

TABLE 1

PER CENT OF CLASSES RATED POSITIVE (+), NEUTRAL (O), AND NEGATIVE (-) BY OBSERVERS OF THIRD AND FIFTH-GRADE CLASSES IN A SAMPLE OF 15 SCHOOLS, FOR EACH OF 26 LESSON AND TEACHER QUALITIES

		Per Cent of Classes Rated:			
		(+)	(0)	(-)	
Item (Item No.)[a]		Good or Positive	Average or Neutral	Poor or Negative	N[b]
I.	Qualities of the Lesson				
	A. Planning, Organization and Substantive Qualities of the Lesson				
1.	Amount of Planning and Organization (5)	58	30	12	50
2.	Systematic and Organized (27)	68	28	04	50
3.	Steady (vs. Erratic) (20)	74	20	06	50
4.	Foundation for Independent Work and Thinking (11)	24	66	10	50
5.	Possibility for Continuity (10)	31	63	06	51
6.	Clear (vs. Unclear) (26)	78	14	08	50
7.	Deep (vs. Superficial) (21)	35	27	38	37
	B. Stimulation of Interest				
1.	Interest and Enthusiasm (14)	39	37	24	51
2.	Class Showed Interest In and Followed Lesson (15)	64	20	16	51
3.	Lesson Elicited Spontaneous Questions (16)	04	20	76	50
4.	Stimulating (vs. Dull) for Children (23)	34	34	32	50
5.	Hands Raised to Teacher Question (17)	23	55	22	47
6.	Use of Child's Background and Experience (13)	04	57	39	47

TABLE 1 (continued)

Item (Item No.)[a]	Per Cent of Classes Rated:			N[b]
	(+) Good or Positive	(0) Average or Neutral	(-) Poor or Negative	
C. Creativity and Originality in Lesson				
1. Level of Creativity and Imagination in Lesson (6)	22	25	53	51
2. Stimulation of Creative Thinking (8)	06	34	60	47
3. Imaginative (vs. Routine) (18)	26	36	38	47
4. Creative (vs. Uncreative) (25)	20	35	45	46
5. Original (vs. Stereotyped) (22)	24	29	47	45
II. Qualities of the Teacher				
1. Flexible (vs. Inflexible) (28)	50	31	19	48
2. Empathic (vs. Disinterested) (29)	66	27	07	51
3. Responsive (vs. Aloof) (30)	58	26	16	50
4. Alert (vs. Apathetic) (31)	62	28	10	51
5. High Expectations for Children (vs. Low) (32)	60	25	15	50
6. Committed (vs. Uncommitted) (34)	59	24	17	41
7. Integrated Personality (vs. Immature) (35)	70	18	12	50
8. Demonstrates Knowledge of Subject (19)	67	23	10	43

[a] See Appendix for full statement of item.

[b] Although 51 classes were observed, the numbers in this column represent the number of classes obtaining a substantive rating less "omits," "no basis for judgment," or "not relevant" responses. Percentages presented are based on the number of substantive ratings indicated in this column and varying from item to item.

ing the quality of instruction?" In general these ratings tended to be "average" or slightly "better than average." A comparison was made between the overall ratings obtained in this study and ratings to the same question in both the More Effective Schools Study and the Open Enrollment Study. Table 2 presents the percentages obtained in each of these studies for comparison with the present findings.

The per cent of classes rated as "better than average" or "outstanding" (36 per cent) in the SDES program was about the same as the percentage so rated in the schools serving as control schools in the MES study (32 per cent), but lower than for classes in the MES schools (46 per cent) and lower than both the sending schools (45 per cent) and the receiving schools (42 per cent) in the Open Enrollment Study.

TABLE 2

COMPARISON OF OVERALL RATINGS BETWEEN SCHOOLS IN THIS STUDY, MES STUDY, AND OPEN ENROLLMENT STUDY

		More Effective Schools Study[1]		Open Enrollment Study[2]	
Per Cent of Classes Rated as:	SDES	MES Schools	Control Schools	Sending School	Receiving School
1. Outstanding	14	14	06	08	14
2. Better than Average	22	32	26	37	28
3. Average	41	34	52	27	33
4. Below Average	19	14	10	17	18
5. Extremely poor	04	06	06	11	07
Number of Classes Observed	51	300	68	99	198

---

[1] David J. Fox, "Expansion of the More Effective Schools Program" (New York: Center for Urban Education, September 1967).

[2] David J. Fox, "Expansion of the Free Choice Open Enrollment Program" (New York: Center for Urban Education, October 1967).

Observers were also asked to make open-ended comments on what they had observed, and these comments were content-analyzed in terms of two major categories, strengths and weaknesses mentioned (see Table 3).

The strengths most often mentioned were teacher attitudes and personal qualities, opportunity for individualized instruction, opportunity for child's expression and involvement, effective use of materials, and planning and organization. The items least often mentioned as strengths were relationship of lesson to child's experiences and needs, and depth of lesson.

B. Background and Experience of Staff

Based upon responses from 90 supervisors, it was learned that 86 per cent of summer supervisors had been assistants to principals during the regular school year, and a few had been principals or acting principals.

Part of the questionnaire distributed to the teachers pertained to their teaching experience and background. Of the 78 teachers responding to the questionnaire, 61 per cent were teaching the same grade(s) during the summer as they had taught during the year, while 35 per cent did not teach the same grade. Almost all the teachers (97 per cent) had Common Branch licenses. Forty-three per cent of the teachers had from one to four years of prior teaching experience; 36 per cent had taught for five to ten years; nine per cent had been

TABLE 3

NUMBER AND PER CENT OF CLASSES FOR WHICH OBSERVER COMMENTS REFERRED TO SPECIFIED STRENGTHS AND WEAKNESSES

	No. and Per Cent of Classes Mentioned for Each of Eight Strengths		No. and Per Cent of Classes Mentioned for Each of Four Weaknesses	
	Number	Per Cent[a]	Number	Per Cent
1. Teacher Attitudes and Qualities	24	51	15	32
2. Individualized Instruction	24	51	0	0
3. Use of material	22	47	0	0
4. Opportunity for child's expression and involvement	21	45	0	0
5. Planning and organization of lesson	19	40	7	15
6. Use of assistants	10	21	0	0
7. Physical organization of class size	10	21	0	0
8. Relationship of lesson to child's experiences and needs	4	09	8	17
9. Depth of lesson	0	0	9	19

[a] N = 47 lessons or observation periods.

teaching between 11 to 14 years, and 12 per cent had over 15 years of experience. Moreover, almost all the teachers (99 per cent) had taught children from similar background before the summer program.

Supervisors were asked to specify the number of teachers who dropped out during the summer. Of 102 responding, 60 per cent indicated no dropouts, 26 per cent had one teacher leave, and 12 per cent had two teachers leave. The major reason given for the resignations was illness.

Supervisors were also asked how often staff conferences were held. Of 102 responding, 22 per cent said "once a week or more," 70 per cent said "occasionally," five per cent "rarely," and three per cent "not at all."

When asked what recommendations supervisors had regarding salary, recruitment, and pre-service training to improve summer staff for next summer, 48 per cent suggested additional pre-service training; 25 per cent indicated a need for an increase in salaries; 25 per cent suggested earlier and better recruitment; 18 per cent wanted additional paid time for conferences; and 17 per cent indicated a need for additional in-service training.

C. Ratings of Staff by Summer Supervisor

Supervisors were asked to rate the "quality of their instructional staff" and the "quality of instruction" provided. On the average, they rated one-third of their staff as "superior;" 40 per cent as "better than average;" 24 per cent as "average," and only 3 per cent as "below average."

Since supervisors rated the "quality of instruction" provided at their school, responses came from some 102 different schools. Observers, on the other hand, based their ratings on the "quality of instruction" for specific third and fifth grade classes in 15 sample schools. Quite clearly, the supervisors and the observers did not agree regarding the "quality of instruction," if the observer ratings of third and fifth grade can be considered representative of all the schools. Ratings of the "quality of instruction" made by supervisors and observers are compared in Table 4.

TABLE 4

RATINGS BY SUPERVISORS AND OBSERVERS OF THE "QUALITY OF INSTRUCTION"

	Per Cent of Ratings of:					
Ratings by:	Outstanding	Better than Av.	Aver.	Below Aver.	Extra Poor	N
Principals	30	67	03	00	00	102 schools
Observers	14	22	41	19	04	51 classes

Ninety-seven per cent of summer supervisors responding felt that the "quality of instruction" at their school was "better than average," and none thought it was "below average." A further finding regarding the supervisors' ratings was that, while the supervisors rated 27 per cent of their staff as "average" or "below," only three per cent rated the "quality of instruction" as "average" or "below." What this suggests is that in only three per cent of the schools was the proportion of teachers rated "average" or "below" high enough to warrant the supervisor to make the judgment that the overall quality of instruction at that school was "average" or "below." This is not necessarily an inconsistency. When the supervisors were further asked to compare the summer 1967 teachers to those who teach in their school during the regular school year, 72 per cent rated their summer teachers as "superior," 28 per cent rated them as "the same," and none rated them as "less able."

D. Summary

Observer ratings of the overall quality of instruction were found, for most classes, to have been "average" or somewhat "above average." The distribution of these ratings was generally similar to ratings obtained from previous studies, although ratings for the summer program had somewhat more average and fewer better-than-average ratings. Most classes had lessons rated favorably in terms of the amount of planning, organization, and clarity, yet the modal response of observers indicated some superficiality and little creativity or originality in the lessons observed. Ratings of personal qualities of the teachers were all favorable. Pupil interest in the lesson was most often rated above average, though ratings tended toward the average or neutral point. Strengths most often mentioned were teacher attitudes and qualities, opportunity for individualized instruction, effective use of materials, and opportunity for child's expression and involvement.

Supervisor ratings of the "quality of instruction" and "quality of staff" were highly favorable.

II. Academic Achievement

Academic achievement during the six-week summer program was assessed through: standardized reading and arithmetic test score data; teacher and supervisor ratings of improvement in selected academic areas; and ratings of improvement made by interviewers based upon the responses of a sample of children during personal interviews.

A. Academic Achievement as Measured by Standardized Test Score Data

As stated in the description of the sample, children were asked to indicate the grade they were in during the regular school year. Identifying and separating the children was important for descriptive purposes. Achievement data reported in this section are based on children in third and fifth grade classes who reported that they had been in either the third or fifth grades during the regular school year preceding.

Table 5 presents the initial and final means and the means of

TABLE 5

ACHIEVEMENT DATA FROM PRE-AND POSTTESTING, BY GRADE, FOR READING AND ARITHMETIC

	Vocabulary			Comprehension			Arithmetic Computation		
	Pre	Post	Dif.	Pre	Post	Dif.	Pre	Post	Dif.
Grade 3									
Mean	2.40	2.49	+.09**	2.22	2.36	+.14*	3.14	3.17	+.03
N	-	-	321	-	-	222	-	-	97
Grade 5									
Mean	3.85	3.82	-.03	3.64	3.64	.00	4.56	4.62	+.06*
N	-	-	216	-	-	198	-	-	215

**$p < .01$
*$p < .05$

the differences between initial and final testing obtained by third and fifth grade children on the Gates MacGinitie Reading Test (Vocabulary and Comprehension) and the Metropolitan Achievement Test (Computation), each expressed in terms of grade level. The difference column represents the amount of change or growth made after about 17 half-days of instruction.

As indicated in Table 5, initially third graders were found to be reading at 2.40 in vocabulary and 2.22 in comprehension, about 1.5 years below grade level. Their average of 3.14 in arithmetic computation placed them slightly less than one year behind. Fifth graders were found to be more than two years behind in reading in both vocabulary and comprehension and about 1.5 years behind in arithmetic computation.[3]

Third graders made statistically significant gains in both vocabulary and reading comprehension[4] but not in arithmetic computation. For fifth graders, no statistically significant gains were made in vocabulary or reading comprehension. For arithmetic computation, however, fifth graders significantly increased, gaining one-half month.

The same reading and arithmetic data are presented in Table 6 in

---

[3] These grade levels were obtained from the test manual which bases its norms on a nationwide sample, rather than the New York City sample, typically used in other test reporting.

[4] It must be recognized that these gains are statistically significant in large part because of the large number of children tested. In terms of practical classroom functioning they may have little meaning.

TABLE 6

NUMBER OF CHILDREN WHO GAINED, LOST OR DID NOT CHANGE FROM INITIAL TO FINAL TESTING AND PER CENT OF THOSE CHANGING WHO INCREASED AND DECREASED

	Number of Children Who:				Of Those Changing, Per Cent Who:[1]	
	Decreased	Did Not Change	Increased	Total	Decreased	Increased
Grade 3						
Vocabulary	79	31	121	231	40	60**
Comprehension	78	24	120	222	39	61**
Arithmetic Computation	41	12	44	97	48	52
Grade 5						
Vocabulary	102	17	97	216	51	49
Comprehension	91	10	97	198	48	52
Arithmetic Computation	91	23	101	215	47	53

[1] Tests of proportions used only the decrease and increase categories.

**p < .01

terms of the per cent of children who gained, lost, or did not change from initial to final testing.

The previous findings for third graders were corroborated by tests of proportions. A significantly greater than chance proportion of third-grade children increased than would have been expected to, in both vocabulary and comprehension, but the data on change in arithmetic were almost classically the 50-50 chance pattern, as were all three sets of data for fifth graders. The fact that a significant proportion of fifth graders did not change in either vocabulary or comprehension corroborates the results obtained from the t-tests previously reported. However, whereas fifth graders increased significantly in arithmetic computation ($p \leq .05$), the proportion of fifth graders who increased was not significantly greater than would be expected by chance. This finding suggests that among these fifth graders who did change from initial to final testing the amount gained was greater than the amount lost. Thus, even though about the same proportion gained as lost, the overall mean change was significantly positive.[5]

Consideration was given to the possibility that growth in reading and arithmetic during the summer depended upon how far behind the children were initially when they entered the program. For each class, the initial mean grade level in vocabulary, comprehension, and computation was correlated with the mean change of that class for each subtest. The results are summarized in Table 7 below.

---

[5] Because there were differences between third and fifth graders in achievement, the item dealing with "The Quality of Instruction" on the Individual Lesson Observation Rating Sheet was analyzed separately for third and fifth grades. Differences for this item were not obtained, indicating that the observers perceived no difference in the quality of instruction between third and fifth grade classes.

TABLE 7

CORRELATIONS BETWEEN INITIAL MEAN GRADE LEVEL AND MEAN CHANGE BY GRADE

	Reading				Arithmetic Computation	
	Vocabulary		Comprehension			
	r	Number of Classes	r	Number of Classes	r	Number of Classes
Grade 3	-.13	25	-.10	25	-.04	12
Grade 5	-.04	24	-.13	23	.03	23

None of the correlations were statistically significant, indicating no relationship at the class level between initial ability and progress in reading or arithmetic.

B. Teacher and Supervisor Ratings of Achievement[6]

At the beginning of the program both a sample of teachers and a sample of supervisors were asked to estimate the gains in months they expected their children would make in reading and arithmetic. Table 8 presents these data. At the end of the program teachers and supervisors were asked to estimate the progress actually observed in their

---

[6] Teachers whose ratings were obtained were teaching at all grade levels in the school, not just third and fifth grades.

TABLE 8

TEACHER AND SUPERVISOR EXPECTATIONS (PRE) AND EVALUATIONS (POST) OF MONTHS OF IMPROVEMENT, IN PER CENT

Variable	Per Cent of Teachers[a]						Per Cent of Supervisors[b]					
	None	1-2 mos.	3-4 mos.	5-6 mos.	6+	NR-Omit	None	1-2 mos.	3-4 mos.	5-6 mos.	6+	NR-Omit
Reading												
Pre	03	40	40	14	03	10	01	35	48	16	00	14
Post	02	39	49	08	02	17	00	32	48	19	01	08
Arithmetic												
Pre	05	35	42	17	01	33	00	45	42	13	00	18
Post	04	45	42	07	02	34	00	43	32	21	04	12

[a] Pre N=96; post N=100.
[b] Pre N=103; post N=102.

children in reading and arithmetic.

As may be seen from Table 8, most often teachers and supervisors both expected and believed they obtained somewhere between two and three months' progress in both reading and arithmetic. The large percentages of "NR" (not relevant) responses for teachers in arithmetic reflects the fact that many teachers did not stress or cover arithmetic. It is interesting to note that while there was somewhat of a downward shift from initial to final teachers' ratings of achievement in mathematics, there was a slight upward shift for supervisors. Teacher estimates (post) of obtained achievement in arithmetic were somewhat lower than what they indicated they had expected (pre), whereas supervisors' estimates (post) of obtained achievement were somewhat higher than they had expected (pre).

Of the teachers and supervisors who mentioned reading and/or arithmetic as a goal of the summer program, 95 per cent stated that they expected "progress" or "improvement" in these subjects, whereas only five per cent mentioned "maintenance" of current levels. This was further supported by the data presented in Table 8, where only three per cent of teachers and one per cent of supervisors stated that they expected no improvement in reading, and five per cent of the teachers and none of the supervisors stated they expected no improvement in arithmetic. This indicates that SDES staff had as the goal or expectation of the program more than maintaining reading and arithmetic levels.

Even where "significant" academic achievement was made, that achievement, as indicated by test score data at two representative grade levels, was lower than most teachers and principals expected and lower than they thought they had obtained.

An attempt was made to determine whether there was any relationship between the amount of achievement the teacher expected and the actual achievement of her class. No significant relationships were found between third grade teachers' estimates and actual improvement in reading comprehension or arithmetic computation and none for fifth graders in reading or arithmetic. The only significant relationship found was between the third grade teachers' estimates of improvement in reading and actual gains made in the vocabulary subtest, one of the two reading subtests. The obtained correlation was -.54 ($p < .02$), and not in the expected direction. Since none of the other correlations supported this finding, it is possible that this one correlation occurred by chance. Correlations were also performed between the actual mean improvement made by each class in each of the subtests and the years of experience that each class teacher had in teaching children from similar backgrounds. No significant correlations were obtained, indicating that teacher experience and class improvement were not related.

Teachers were asked to rate how their children would do in academic performance and performance in other skill areas next fall, compared to similar children who did not attend the summer program. Teachers rated these items initially and finally, whereas supervisors were asked to rate them only initially. As may be seen from Table 9, a considerably higher percentage of supervisors initially rated the children as "better than comparable non-attenders" in both academic performance and other skill areas than did the teachers. For both items there was once again a slight drop from initial to final teacher ratings.

Post program questions regarding achievement in academic and skill areas were given to 69 teachers who were not among those in the 15 sample schools. These teachers, teaching in various grades, were asked to rate whether children in their classes had made either little or no improvement, some improvement, or much improvement, and for each rating were asked to indicate whether this improvement was less than, the same as, or greater than expected. These data are presented in Table 10. While the highest percentages occurred in the "some improvement" category, the results here were clearly positive, with between 66 to 97 per cent of the teachers indicating either some or much improvement for each of the areas.

In general, the ratings of improvement indicated that most teachers believed they had obtained "some" improvement, as opposed to "little" (or "none") or "much." The expectancy ratings tended to reflect the fact that, in general, improvement obtained was the same as expected. Most teachers, then expected and believed they had obtained "some" improvement in all the achievement areas.

TABLE 9

TEACHER AND SUPERVISOR RATINGS COMPARING SUMMER SCHOOL ATTENDERS AND NONATTENDERS (IN PER CENT)

	Teachers[a]: In Coming year. Attenders Will Do:			Supervisors[b]: In Coming Year. Attenders Will Do:		
	Less well than comparable children	Same as comparable children	Better than comparable children	Less well than comparable children	Same as comparable children	Better than comparable children
Academic Performance						
Pre	01	20	79	00	06	94
Post	01	26	73	-	-	-
Other Skill Areas						
Pre	01	41	58	00	19	81
Post	01	43	56	-	-	-

[a] Pre N=96; post N=100.

[b] Pre N=103; post N=102.

TABLE 10

PER CENT OF 69 NON-SAMPLE TEACHERS RATING "EXTENT OF IMPROVEMENT" IN 11 ACADEMIC AREAS AND PER CENT OF SAME TEACHERS RATING EXTENT TO WHICH IMPROVEMENT MADE WAS EXPECTED

	Per Cent Teachers Rating Extent of Improvement as:				Per Cent Teachers Indicating Improvement Was:		
	1 Little or No Improvement	2 Same	3 Much Improvement	Number "Omits"	A Less than Expected	B Same	C More
Reading	4	80	16	1	13	72	15
Comprehension	9	66	25	6	12	72	16
Vocabulary	8	75	17	6	12	77	11
Word Attack Skills	8	72	20	7	16	75	9
Phonics	3	65	32	6	9	82	9
Oral Expression	15	56	29	4	6	85	9
Written Expression	34	52	14	12	25	65	10
Mathematics	17	62	21	23	11	75	14
Math Con.	20	63	17	29	10	84	6
Computation Skills	25	57	17	30	10	77	13
Word Study Skills	6	71	23	10	8	82	10

C. Interviewer Ratings and Children's Responses In Interviews

Interviewers asked the children how they felt they had done in reading and arithmetic at their old school, and how they felt they were doing at the time of the interview (near the end of summer schools). They then rated the responses in terms of whether the child felt he was doing "better," the "same," or "worse" at the time of the interview.

As indicated in Table 11, below, more than half the children in both the third (59 per cent) and fifth (67 per cent) grade were rated as feeling they were doing "much" or "somewhat better" in "reading" now than they did last year. Almost half (45 per cent) of the third graders and slightly more than half (58 per cent) of the fifth graders were rated as feeling they were now doing "better"

TABLE 11

PER CENT OF THIRD AND FIFTH GRADE CHILDREN RATED BY INTERVIEWERS AS DOING "BETTER," "SAME," OR "WORSE" IN READING AND MATHEMATICS

		Per Cent Children Rated As Feeling They Are Doing			
Subject	Grade	Better +	Same 0	Worse -	N
Reading	Third	59	32	09	44
	Fifth	67	30	03	70
Mathematics	Third	45	47	08	36
	Fifth	58	31	11	54

in "mathematics." Thus, not only teachers and principals but children, too, at least in the third and fifth grades, had positive perceptions of their progress during the summer. In contrast to the percentages of children who actually did improve, made no change, or decreased (Table 6) in test score, self-perceived improvement was considerably greater than actual improvement and perceived loss much smaller than actual loss.

D. Comparison of Achievement in Reading During the 1966 and 1967 Summer Programs

In 1966 the Board of Education of the City of New York evaluated the summer program. As part of that evaluation, fifth-grade children were given the Metropolitan Achievement Test in Reading both initially and finally. In the Board's study and in this study, the period of instruction intervening between initial and final testing was about the same. While in 1966 a significant mean gain in "reading"[7] of 2.5 months was reported, in this study there was no mean gain in comprehension and a loss of .03 was obtained in vocabulary. Clearly, findings for the fifth grade this year were not comparable to those reported last year.

E. Summary of Achievement Findings and Recommendations

Teachers and supervisors generally rated improvement in academic areas moderately, with teachers more conservative in their appraisals than supervisors. A high percentage of third-and fifth-grade children also seemed to feel that they improved in reading and arithmetic. In addition, teachers and supervisors as well as children seemed to indicate greater improvement in language arts and reading than in math. This is to be expected since a greater emphasis was placed on reading than on arithmetic. Based on standardized test score data, significant improvement was made in reading (vocabulary and comprehension) by the third graders. Gains in arithmetic computation for third graders were not significant, and no significant improvement was made in either vocabulary or comprehension for fifth-grade children.[8] Where significant improvement was found in mean arithmetic computation for fifth graders based upon t-tests, the proportion of children increasing was not found to be significant. This must reflect the fact that the extent of change for fifth graders who did improve was greater than the extent of change for fifth graders who decreased.

---

[7] Whether this referred to vocabulary, comprehension, or an index derived from both was not stated.

The problem which arose in interpreting these data was how much progress could be expected after 17 half-days of instruction. Normal progress during the regular school year for this amount of time would be reflected by gains of less than one month. Knowing that many of these children do not progress at a normal rate, it could be speculated that normal progress for them might be about half of what would be expected from children not retarded in reading. On that assumption, the expected gain would be about one week. Such a small difference, to be statistically significant, would require a much larger sample than was employed in this study. Whether any given amount of change is educationally significant could be evaluated by means of a control group.

---

[8] Since standardized test score data were obtained only on third and fifth graders, no inferences can be made regarding classes at other grade levels.

Without a group of comparable children who did not participate in the summer program, no clear inference may be made as to the effects of a summer program, on achievement. All that can be determined is whether the children who attended did achieve. Had a comparable group of non-attenders been found to decrease significantly over the summer, then the fact that the fifth grade children who attended did not decrease in reading could have been both statistically and educationally significant, since that would be evidence that the program maintained skills that were acquired during the year. Had such a non-attender group been found to gain a month, then the fact that attenders did not change might reflect negative attributes of the program. Had no change been found in the comparable group, then the inference would have been that the summer program makes no difference.

To provide some guidance in this respect, members of the project staff reviewed studies dealing with achievement before and after summer recess. This review yielded no consistent evidence of either losses or gains in reading, though several studies reported losses in arithmetic skills. This would suggest that gains in reading, where found, might be attributed to the program; but more importantly, that the program may have been successful in preventing losses in arithmetic computation from occurring.

What is of central importance is the determination of what happens to the children in the fall, when they return to school. There is a four-week period for forgetting to take place, even for the children who did make gains. It may be that as much forgetting will take place in the four-week recess as in the ten-week recess. It would be fruitful to compare attenders with non-attenders on the reading and arithmetic tests given during the school year. Such a comparison might tell us whether improvement or even holding their own during the summer is maintained better by attenders than by non-attenders during the course of the school year.

III. Pupil Attitude Toward School, School Subjects, and Related Aspects of Personal Growth

Data are available to provide different insights into pupil attitudes toward school in general and toward the summer experience in particular. First, the most direct data are based on the responses of pupils to items on the Pupil Attitude Inventory they completed. These data are presented in Table 12. There are also ratings of these dimensions of pupil attitude obtained from the interviewers (Table 13), and the "sample" teachers (Table 14).

A. Pupil Expression of Attitude

The pupils themselves consistently expressed positive attitudes

TABLE 12

PUPIL ATTITUDE TOWARD SCHOOL, RELATED ATTITUDES, AND PERSONAL DEVELOPMENT AS INDICATED BY ATTITUDE INVENTORY

Grade	Item	Per Cent of Pupils Responding Positively	
		Pre	Post
3[a]	I wish I didn't have to go to school at all.	51	56
5[b]		65	67
3	I like everything about school.	76	70
5		58	51
3	I need to go to school so I can do what I want when I grow up.	76	76
5		76	78
3	I would like to go to school for as many years as I can.	69	66
5		65	67
3	I will quit school as soon as I can.	53	60
5		79	76
3	I know that if I work hard at school I will get good grades.	89	89
5		89	91
3	I liked being in school this summer.		72
5			58
3	My teachers really helped me.		83
5			76
3	Things learned this summer will help in school next year.		84
5			84
3	I would like to return next summer.		53
5			32
3	Learned more this summer than during the year		52
5			28
3	This was the best school I know.		50
5			27

[a] Basic N for third grade = 287.

[b] Basic N for fifth grade = 276.

[c] This question was asked at the Posttest only.

toward school as reflected in their responses to six items of the Pupil Attitude Inventory. Differences between the pre and post percentages were slight, indicating that these general attitudes were basically unchanged during the program.

When asked specifically about summer school, on this same inventory,[9] at least half of the third graders also responded positively to all the items, whereas half or more of fifth graders responded positively to only three of the items.

The three items which drew the high proportions of positive responses all tapped the pupil's general attitude toward summer school. The three items which drew smaller percentages of positive responses, in some sense required the pupil to evaluate his attitudes in terms of some standard; i.e., to make a comparison between two entities. Thus, while a high proportion of children indicated that "they liked being in school this summer" and that both the teachers and what they learned would in some way help them, these attitudes were not necessarily unique to this summer school but instead may typify the child's general attitude to school. Thus, more children felt that what they learned would help them than felt they learned more this summer than during the year. More children indicated they liked summer school than said it was the best school they knew. In addition, fewer felt they would like to come back next summer than said they liked being in summer school.

---

[9] These questions on summer school were asked only at the "post" administration.

B. Interview Ratings of Pupil Attitude

Similar results were obtained during the individual interviews (Table 13). In both the third and fifth grades the percentages of pupils who were rated as liking summer school better than their regular school were lower than the proportions rated positively on their general attitude toward summer school.

Interviewers found about half the children in both third and fifth grades to hold favorable attitudes toward school in general and toward returning to school in the fall. Attitudes toward both books and the library were also consistently positive, with even higher proportions of children favorably rated in these categories than in school attitudes. When interviewers were asked to estimate the extent to which the child's attitudes toward reading and mathematics were more positive than before the summer program, they rated about half the third and fifth graders as holding more positive attitudes "now."

C. Sample Teacher Ratings of Pupil Attitudes, Aspiration, and Development

Sample teachers were asked to rate their children's attitudes as a group in terms of their status both initially and finally. For each of the five items dealing with "level of aspiration," "expecta-

TABLE 13

PROPORTION OF CHILDREN RATED POSITIVELY BY INTERVIEWERS

Grade	Item	Per Cent Positive
3[a]	Attitude towards child's regular school	46
5[b]		57
3	Attitude toward returning in fall	45
5		48
3	Attitude toward school in general	69
5		62
3	Attitude toward books	77
5		52
3	Attitude toward library	80
5		78
3	Level of educational aspiration	53
5		59
3	Certainty of achieving aspiration	60
5		56
3	Child likes reading more now	53
5		54
3	Child likes math more now	51
5		58

---

[a] N = 45 for 3rd grade.

[b] N = 70 for 5th grade.

tion of success in school," and "interest" in and "attitudes to school" and "to education," the majority of the teachers rated their children "average" with only 7 per cent to 15 per cent of the teachers rating their children above average. On all five items the proportion of teachers rating their pupils above average at the end of the program (14 to 28 per cent) was greater than the proportion of teachers rating their pupils above average at the beginning, and for four of the five items, about twice as many teachers rated their pupils above average at the conclusion of the program as they did initially.

Most sample teachers felt that all or most of the children showed at least "some" improvement in their attitude toward "school or education," and the "most" of the children made "some" improvement in their attitudes toward "school and learning." About half the teachers indicated that they expected and felt they had actually observed "all" or "most" of the children in their class to have made noticeable progress in "attitudes to school," "level of aspiration," "rise in expectation of success," and "emotional" and "personality development." Most of the teachers who did not rate all or most of their children as making progress in these areas rated "some" (about half) of their children as having made progress in these areas. A much higher proportion of the teachers felt that their children would improve and actually did improve in attitudes to school and in educational aspirations when compared with a comparable hypothetical group of children who did not attend summer school.

TABLE 14

PROPORTION OF SAMPLE TEACHERS WHO "EXPECTED" AND BELIEVED THEY "OBTAINED" POSITIVE CHANGES IN PUPIL ATTITUDE[a]

	Proportion Who:	
Concept and Nature of Change	Expected Positive Change	Reported Positive Change
All or most making noticeable progress in attitude to school and education	51	51
All or most making noticeable progress in rise in level of aspiration	40	45
All or most making noticeable progress in rise in children's expectation of success in the next school year	48	50
All or most making noticeable progress in emotional development	38	44
All or most making noticeable progress in personality growth	43	51
More positive attitude to school and education compared to similar non-attenders	84	91
Higher educational aspiration level compared to similar non-attenders	67	80
Above average in level of aspiration	08	17
Above average in degree of expectation of success in school	12	15
Above average in attitude toward school and education	10	28
Above average in degree of motivation toward learning	13	29
Above average in level of interest in school work	15	29

[a] Source: Sample Teacher Questionnaire.

IV. Staff Attitudes Toward Program

A. General Attitude of Supervisors and Teachers

In both initial and final questionnaires supervisors and teachers were asked to indicate, using a five-point scale, how they felt about the "value of the summer school program."

The data reflecting their initial and final attitude toward the program are shown in Table 15.

TABLE 15

PROPORTION OF STAFF HOLDING INDICATED ATTITUDE TOWARD THE VALUE OF THE SUMMER SCHOOL PROGRAM

Staff Level	Time	N	Enthusiastic	Positive but not Enthusiastic	Slightly Positive	Slightly Negative	Strongly Negative
Teachers	Initial	96	55	30	10	03	02
	Final	100	59	33	04	03	01
Supervisors	Initial	103	77	21	01	00	01
	Final	102	78	22	00	00	00

It can be seen that while more supervisors expressed 'enthusiasm' about the "value of the summer school program" than did teachers, half or more of both supervisors and teachers were "enthusiastic," the most positive option offered. There was virtually no difference between the initial and final ratings for either teachers or supervisors.

B. Attainment of Objectives

Non-sample teachers were asked to indicate the extent to which certain specific objectives had been achieved and whether the extent to which they were achieved was "more," "less," or "the same" as expected. These data are presented in Table 16. The data indicate that, in general, most teachers believed that the several objectives were either "somewhat" or "completely" achieved. More than half believed they "completely achieved" a "relaxed, informal climate" (68 per cent), and "small group instruction" (52 per cent). In general, the expectancy ratings indicated that these objectives were achieved to the same extent the teachers had expected. However, about one-fourth of the teachers believed they were able to provide "training for educational aides" and "small group instruction" as well as "individualized instruction" to a greater extent than they had expected.

TABLE 16

PER CENT OF TEACHERS INDICATING THE EXTENT TO WHICH EACH OF SIX SPECIFIC OBJECTIVES WERE ACHIEVED AND THE EXTENT TO WHICH ACHIEVEMENT WAS EXPECTED [a]

	Per Cent Indicating Extent Objective Achieved:			Per Cent Indicating Whether Extent Obj. Achieved Was:		
Objective:	**Comptly Achvd.**	**Somewhat Achvd.**	**Not Achvd.**	**More than Expected**	**As Expected**	**Less than Expected.**
1. Provide relaxed, informal climate	68	32	0	14	83	3
2. Provide small group instruction	52	42	6	27	61	12
3. Provide successful experience for child	41	59	0	18	80	2
4. Provide individualized instruction	40	54	6	23	60	17
5. Train teacher Aides	38	51	12	25	60	15
6. Try out new techniques and approaches	26	71	3	10	81	10

a. N=69

C. Problems Reported by Supervisors and Teachers

Supervisors and teachers were asked to rate the extent to which certain problems occurred during the summer. Responses to each potential problem area consisted of ratings of "no problem," "minor problem," "moderate problem," or "major problem." Table 17 lists these problems with the per cents of supervisors and teachers who indicated the problem was observed. There were two problems which more than half the supervisors indicated were of a "moderate or

TABLE 17

PERCENTAGES OF SUPERVISORS AND TEACHERS RATING THE EXTENT TO WHICH SEVERAL PROBLEMS WERE ACTUALLY ENCOUNTERED

	SUPERVISOR[c]			TEACHER[d]		
	Mod. or Major	Minor Prob.	No Problem	Mod. or Major	Minor Prob.	No Problem
A. Sufficient time for org. of program[b]	89	10	01	b	b	b
B. Sufficient time for teacher orientation[b]	65	27	08	b	b	b
C. Attrition of students	42	43	15	26	36	38
D. Attendance	36	43	22	23	39	38
E. Parental Involvement and Participation	28	22	49	31	36	33
F. Sufficient Supplies	27	31	42	25	22	52
G. Maintaining Quality of Program	21	24	55	15	31	54
H. Completion of Desired Material	20	36	44	32	37	31
I. Behavior	09	43	57	15	39	46
J. Attrition of Staff	04	15	81	04	12	84
K. Student Involvement & Participation	03	25	72	17	43	39
L. Discipline	01	45	56	12	36	52

[a]. The original categories "moderate" and "major" were combined.
[b]. Asked only of principals
[c]. Number of **Supervisors=102**
[d]. Number of Teachers=**100**

major" nature: "sufficient time for organization of program" (89 per cent), and "sufficient time for teacher orientation" (65 per cent). Other frequent problems were "attrition of students," a "moderate" or "major" problem to 42 per cent of the supervisors, "attendance" (36 per cent), "parental involvement and participation" (28 per cent), and "sufficient supplies" (27 per cent). "Discipline," "behavior," and "student involvement and participation," on the other hand, were almost unanimously rated as being either "no problem" or only a "minor problem."

In contrast to supervisors, not more than a third of the teachers said they encountered any of the problems listed to either a "moderate" or "major" extent. The problem most frequently rated as "major" or "moderate" was "completion of desired material" (32 per cent), followed by "parental involvement and participation" (31 per cent), "attrition of students" (26 per cent), "lack of sufficient supplies" (25 per cent), and "attendance" (23 per cent).

It is most interesting that three areas often regarded as major problem areas in the literature on disadvantaged children, namely, discipline, behavior, and pupil involvement and participation, were infrequently rated by either supervisors or teachers as problems.

D. Strengths and Weaknesses Indicated by Supervisors and Teachers

On the final questionnaire, supervisors and teachers were asked to indicate what, in their opinion, were the major strengths and weaknesses of the summer reading and arithmetic program, as well as to make recommendations for improving future programs. Responses were content-analyzed, and the categories obtained are presented with the percentage of supervisors and teachers who so responded. Corresponding percentages of strengths and weaknesses in Tables 18 and 19 add to more than 100 per cent because of multiple responses.

In all, some 446 separate strengths were mentioned by 103 supervisors. Each supervisor, therefore, on the average, mentioned about four separate strengths. As can be seen from Table 18, three strengths were mentioned by more than half the supervisors: the quantity or quality of materials and supplies (65 per cent), the quality of administration and staff (61 per cent), and the educational aides and student teacher program (57 per cent). Forty-three per cent of the supervisors mentioned reduced class size as a strength.

For the teachers, the category receiving the highest percentage of responses (44 per cent) was "good learning and social experience." Responses in this category dealt with the meaningfulness of the program as a learning experience for the children, the high degree of motivation and interest of the children toward learning, and the program's positive effect on the child's attitude toward school and his educational aspiration.

Compared to an average of about 4.3 strengths mentioned by each supervisor, 160 teachers mentioned 384 separate strengths for an

TABLE 18

STRENGTHS REPORTED BY SUPERVISORS AND TEACHERS

Areas of Strength Mentioned:	Per Cent of Supervisors (N=103)	Per Cent of Teachers (N=160)
1. Materials and Supplies	65	36
2. Administration and Staff	61	11
3. Educational Aides and Student Teachers	57	36
4. Small Classes	43	29
5. Individual Attention	35	33
6. Good Learning and Social Experiences	35	44
7. Concentration on Academic Weakness	24	0
8. Community-Parental Cooperation	19	0
9. Flexible Curriculum	15	14
10. Permissive and Relaxed Atmosphere	15	17
11. Lack of Discipline Problems	14	0
12. Voluntary Attendance	14	0
13. Good Library Program	10	0
14. Short Day	5	7
15. Others	20	16

average of 2.4 per teacher. The average supervisor, then, mentioned about twice as many strengths as the average teacher; this reflects the generally more positive perception of the program on the part of the supervisors consistently found in the data previously reported.

Table 19 presents the weaknesses mentioned by supervisors and teachers. Supervisors most often mentioned materials and supplies as a weakness of the summer program. Of the 59 supervisors mentioning this as a weakness, 25 reported late arrival of the materials while 20 cited insufficient quantities. Additional comments in this category were that the materials were not appropriate for the grade level of the pupils for which they were intended and that the supervisors and teachers could not themselves select the materials.

The second most frequently mentioned weakness reported by the supervisors referred to the late organization of the program (33 per cent). Responses in this category ranged from insufficient time to organize the program before it began, to late registration or late recruitment of pupils.

It is interesting to note that a majority of the supervisors rated materials and supplies both as a strength and as a weakness of the program. It would therefore seem that in the cases where the materials were adequate and arrived on time, they provided a major source of strength to the program. On the other hand, when the materials were late in arrival and insufficient in supply, they were a major drawback of the program.

TABLE 19

WEAKNESSES REPORTED BY SUPERVISORS AND TEACHERS

Areas of Weaknesses Mentioned:	Per Cent of Supervisors (N=103)	Per Cent of Teachers (N=160)
1. Materials and Supplies	57	33
2. (Late) Organization of Program	33	0
3. Large Classes	26	35
4. Attendance/Discipline Problems	20	17
5. Lack of Information on Children	18	13
6. Educational Aides and Student Teachers	15	09
7. Lack of Orientation and Conferences	13	0
8. Teaching Staff	10	0
9. Other Programs	09	07
10. Insufficient Classes/Teachers	07	0
11. Poor Pupil Placement	09	23
12. Supervisors/Principals	04	0
13. Lack of Parental Involvement	05	10
14. Insufficient Time	0	15
15. Poor School Organization and Testing	0	10
16. Lack of Enrichment	0	09
17. Interrupting	0	08
18. Others	15	12

The weaknesses in the program most frequently mentioned by the teachers were "large classes" (35 per cent) and "materials and supplies" (33 per cent), again referring to the problem of late arrival, insufficient quantity, or inappropriateness for the grade and subject level of the children. "Poor pupil placement," or the grouping of children by age rather than by reading ability, was reported by 23 per cent of the teachers as an ineffective aspect of the program.

E. Recommendations by Supervisors

As seen in Table 20, the most frequent recommendation given by supervisors concerned materials and supplies (56 per cent). Twenty-nine supervisors indicated that the supplies should be available before or at the start of the program and 12 suggested that they be more varied and more appropriate to the grades for which they are intended. In addition, eight principals recommended that teachers and supervisors have more influence in the choice of supplies and seven suggested simply that more supplies were needed.

The second most frequent recommendation (44 per cent) by supervisors was that the entire program be organized at an earlier date. They suggested such things as: earlier personnel selection, earlier recruitment of pupils, pre-registration, and earlier setting-up of the classroom by teachers. Thirty per cent of supervisors suggested that more information on the children's backgrounds should be

TABLE 20

RECOMMENDATIONS MADE BY SUPERVISORS FOR IMPROVING THE PROGRAM

Recommendations	Per Cent of Supervisors (N=103)
1. Materials and Supplies	56
2. Earlier Organization of Program	44
3. More Information on Children's Background	30
4. More Time for Orientation and Conferences	24
5. Smaller Classes	23
6. Teaching Staff	17
7. Educational Aides and Student Teachers	17
8. Parental/Community Involvement	15
9. Other Programs	13
10. Better Registration Procedures	11
11. Additional Classes and/or Teachers	08
12. Secretarial Staff	08
13. More Time in Program	08
14. Other	26

supplied by the sending school, and that more ongoing communication between summer and feeder school be established.

The need for more time for personnel orientation and conferences, both before and during the program, was mentioned by 24 per cent of the supervisors. Approximately the same proportion (23 per cent) recommended smaller classes to make possible more individualized instruction.

As regards the teaching staff, 17 per cent of the supervisors suggested more careful selection of staff; higher and more prompt payment of salaries; and a bonus for those with good attendance records. Seventeen per cent also discussed the educational aides and student teachers and, in general, recommended that they be better trained and more closely supervised.

Fifteen per cent of the supervisors made recommendations in the area of parental and community involvement with the program. In general, they felt that there should have been more publicity in the community and that parents should have been made more aware of the attendance patterns of their children.

F. Recommendations by Teachers

The most frequent recommendation made by teachers (36 per cent) was that the classes be made smaller (see Table 21). This, they felt, would facilitate individualized instruction. Suggestions regarding materials and supplies were almost as frequent. One-third of the teachers recommended such things as earlier delivery of supplies,

TABLE 21

RECOMMENDATIONS MADE BY TEACHERS TO IMPROVE THE PROGRAM

Recommendations Made by Teachers	Per Cent of Teachers (N=133)*
1. Smaller Classes	36
2. Materials and Supplies	33
3. Placement by Ability	25
4. More Information on Children	18
5. Better Registration and Organization	17
6. Parental Involvement	16
7. Educational Aides and Student Teachers	15
8. More Time in Program	09
9. Additional Enrichment	08
10. Fewer Interruptions	07
11. Departmentalized Classes	07
12. Separate Disruptive Children	04
13. Other	17

---

* 27 teachers omitted this item completely. Percentages are based on those who did respond.

more varied and more appropriate supplies, and more teacher influence in their selection.

One-quarter of the teachers recommended that better ability grouping was needed in order to create more homogeneous classes. Eighteen per cent felt that more information on the children should be provided by the sending school. Recommendations for improving school organization in general and registration in particular were made by 17 per cent of the teachers. Sixteen per cent recommended that there be more community publicity of the program and that parents be made aware of the attendance patterns of their children. As regards educational aides and student teachers, 15 per cent expressed the need for better training and supervision. As with principals, 9 per cent of the teachers suggested that the program would be more effective if conducted for longer than a six-week period.

V. Attendance

Two means of obtaining attendance estimates were employed in this study. In the sample classes from the 15 schools that were tested and observed, the number of children who took both pre- and posttests and who were in the class during the observation was noted. Table 22 presents these data.

TABLE 22

AVERAGE NUMBER OF CHILDREN PER CLASS IN ATTENDANCE DURING INITIAL AND FINAL TESTING AND DURING CLASSROOM OBSERVATION

	No. Children	No. Classes	Aver. No. Children Per Class
Initial			
Reading Achievement-- July 12, 13, 14	932	46	20.26
Observations July 25-July 31	835	51	16.37
Final			
Reading Achievement-- August 10, 11, 12	717	46	15.58

There were about 19 per cent fewer children observed in classes during classroom observations in the third week than were present at the initial testing. There were about 23 per cent fewer children who took the final achievement tests than who took the initial tests. The greatest amount of attrition, therefore, seems to have occurred during the first few weeks, after which attendance seems to have been fairly stable, with an additional drop of only four per cent from the third week to the fifth week. The difference between the initial and final attendance figures obtained during testing was examined by t-tests for paired data. The average drop per class was found to be between four and five children (4.68), and statistically significant ($t = 6.44$, $p < .001$). Thus, significantly fewer children took the final test than took the initial test, and the inference is that significantly fewer children were in attendance during the final week of the program than were in attendance at the beginning.

The attendance figures obtained from the Board of Education of the City of New York[10] indicated that the average daily class attendance for pupils in the reading and mathematics program was about 18, or about 85 per cent of those registered. Unfortunately, no data which might indicate attrition during the program were presented in that report. Had all the attendance data for the three days on which they were collected in this study been pooled, an average daily attendance figure of 17.4 per class would have been found. This figure is quite comparable to that reported by the Board, and might therefore represent the attrition as opposed to reorganization in the program.

A. Teacher and Supervisor Ratings

At the conclusion of the program both teachers and supervisors were asked to indicate the extent to which attendance and attrition of students presented a problem during the summer (Table 23).

---

[10] Report on SDES Program, 1967, Dr. Max S. Meiselman, Board of Education.

TABLE 23

RATINGS OF TEACHERS AND SUPERVISORS AS TO ATTENDANCE AND ATTRITION (PER CENT)

		Per Cent				
		No Problem	Minor Problem	Moderate Problem	Major Problem	N
Attendance	Teacher	38	39	20	03	100
	Supervisor	22	42	26	10	102
Attrition of Students	Teacher	38	36	23	03	100
	Supervisor	15	43	29	13	102

Twenty-three per cent of the teachers and 36 per cent of the supervisors felt that attendance presented either a moderate or major problem for them during the summer. Almost identical findings were obtained for teacher and supervisor ratings of attrition of students. Interpretation of these data quite obviously depends upon who is doing the rating. Since supervisors have a greater overall responsibility for attendance, more of the supervisors might have been expected to rate it as a problem for them. For teachers, the nature of the problem that attendance poses may be a pedagogic one, whereas for supervisors it may present administrative and clerical problems.

Other data obtained from teachers indicated that, following the program, 50 per cent of the teachers (N = 74) believed that most or all of their children would "make noticeable progress" in their average daily attendance in the next school year, 17 per cent said about half their children would make noticeable progress, and 33 per cent said between some and no children could be expected to make noticeable progress. Compared to comparable nonattenders, 55 per cent of the teachers felt their children would do better in average daily attendance in the fall, 45 per cent felt that their children would do as well, and none felt they would do worse. Fifty-six per cent of the non-sample teachers, when asked to rate extent of improvement in attendance, indicated that some improvement had been made, 36 per cent indicated that much improvement had been made, and 8 per cent that little or no improvement had been made.

VI. Summary and Conclusions on Reading and Mathematics

It is apparent that an evaluation of the effectiveness of the summer reading and mathematics program depends upon the source from which the evaluative data were obtained. Using both academic achievement and personal and attitudinal improvement as criteria for success, it is clear that summer supervisors gave favorable evaluations of both pupil progress and program effectiveness. Teachers, while rating most areas favorably, did not do so to the same extent as the supervisors. Data obtained from the pupils themselves from both standardized and informal measures were also favorable, but consistently less favorable than ratings by either teachers or supervisors.

Based upon standardized achievement test data, statistically significant but slight mean gains in reading were obtained only for third graders. In arithmetic, statistically significant but slight mean gains were obtained only for fifth graders. Moreover, those gains which were statistically significant represented, in one instance, an increase of about one and one-half months, and two of the three differences represented gains of less than one month. These gains were considerably less than what either the teachers or supervisors expected, and in some sense they must therefore represent a failure on the part of the summer program to achieve expected gains in academic achievement. In no instance was dramatic improvement shown and, basically, where gains were made, they were similar to what would have been expected in the same period of regular classroom instruction. However, the literature on what happened to achievement during the summer suggests that the program may have been successful, to the extent that it may have prevented losses from occurring due to forgetting over the summer. Such a conclusion cannot be validated without comparison with a comparable group of children who did not attend the program. Even if a comparable control group of children had been found to decrease or forget over the summer, forgetting for attenders between the end of the six-week program and the beginning of school might negate even the maintenance of reading and arithmetic skills achieved during the summer.

Followup studies during the school year are suggested to determine the holding power of skills maintained over the summer.

Ratings based on classroom observations did not reveal differences in the quality of instruction between classes in the summer program and classes observed in similar schools during the regular school year. In general, observers rated the quality of instruction in the summer schools as average or slightly above average. Ratings of the quality of instruction did not differ for third- and fifth-grade classes observed, suggesting that any effort to explain achievement differences by differences in the quality of instruction provided is inadequate.

One possible explanation of why fifth graders did not gain in reading while third graders did may be found in their different attitudes toward summer school. While most of the third and fifth graders were found to hold positive attitudes toward school in general, more third-grade children showed favorable attitudes toward summer school than did fifth graders, more indicated they would like to return to their summer school next summer, and more third graders felt, "This was the best school I know."

Teachers believed that, in general, most or all of their children made at least some noticeable improvement in their attitudes toward school and education, personal and emotional development, and level of aspiration. While pupil responses to the attitude inventory did not support these changes reported by teachers, at least in terms of attitudes toward school, in large part this was attributable to the unexpectedly high percentage of positive initial responses on the attitude inventory. Because of this, there was little room for improvement to be observed. With more reliable and sensitive measuring devices, teacher estimates of growth might have been substantiated. Certainly the children were in no instance more negative in their attitudes at the conclusion of the program. Once again, attitude change and personal adjustment, even if found, should be evaluated in terms of the extent to which that improvement is sustained in the future, and not based solely upon initial program and final program measures.

There seemed to have been considerable pupil attendance attrition during the reading and mathematics program. Attrition could not be compared with the data supplied by the Board of Education because the latter cited only the average daily attendance. In general, class size was considerably smaller than during the regular school year, with about 18 pupils reported in attendance in each class each day. Based on Board of Education data, the percentage of pupils in attendance was on the average 85 per cent. This compared favorably to the average daily attendance of 89 per cent during the regular school year.

To come to some overall evaluation of the reading and arithmetic program, one must adopt one of two views as to its function. If it is seen as a simple extension of the regular school year, these data suggest that it functioned with reasonable effectiveness.

The data indicate that the quality of instruction was comparable to that during the year, academic achievement was about what would be expected for the amount of direct instructional time, and attendance was comparable. If, however, one considers the aim of the program to create a different kind of school setting and experience, or if one aspires, as did the resolution suggesting the program, to develop "creative, innovative teaching methods,"[11] then this program did not succeed. Neither observers not staff reported significant innovative developments, so in this sense the program did not develop as intended.

---

[11] Resolution of the Superintendent of Schools, May 2, 1967.

PART II

OTHER COMPONENT PROGRAMS

As noted in the Introduction to this report, within the Summer Day Elementary School Program there were five other specific components which were organized and run as relatively discrete aspects of the total program. They were evaluated separately, and the substance of these evaluations will be reported as Part II of this report.

The five other component programs were: (1) a program for gifted children; (2) an enriched program for children without reading handicaps; (3) a program for mentally retarded children;[1] (4) a program for non-English speaking children; and (5) a program for the training and utilization of educational aides.

---

[1] This program for mentally retarded children was run as part of the SDES program. It was completely independent of the Summer School for Mentally Retarded Children which was also financed during Summer 1967 under Title I of the ESEA.

Chapter IV

THE COMPONENT FOR GIFTED CHILDREN

Programs for gifted children were operated in 18 Summer Day Elementary Schools. The purpose of this program was to expose children from disadvantaged communities who were reading above or at grade level to new experiences in both academic and nonacademic areas. Children participating in the gifted component attended classes at intermediate grade levels on a departmentalized basis. Areas of instruction included, in addition to reading and arithmetic, were social studies, science, foreign language, music, and art. Non-academic experiences, such as trips and lectures by specialists, were scheduled for the program.

Procedure

I. Sample

Seven schools were randomly selected for the sample from the 18 schools with gifted components. The sample consisted of two schools in Manhattan; one in the Bronx; three in Brooklyn; and one in Queens. Children who had completed either the third or fifth grades in June comprised the sample population.[1]

---

[1] Children who completed the fourth grade in June were grouped in classes with either third or fifth-grade classes. Thus, in the "third-grade" sample, approximately 20 per cent of the children were fourth graders, while in the "fifth-grade" sample, almost half the children were fourth graders.

The data obtained from the third- and fifth-grade classes in these schools consisted of (a) reading and arithmetic achievement test scores initially and finally; (b) estimates of pupil attitude obtained from the Pupil Attitude Inventory both initially and finally; (c) classroom observations; (d) pupil interviews; and (e) teacher questionnaires.

II. Description of Instruments Used

A. Academic Achievement

The Gates-MacGinitie Reading Test was used to measure vocabulary and reading comprehension. Half the third grade sample classes received Primary C, Forms 1 and 2, while half the fifth grade classes received the Primary D, Forms 1 and 2. Achievement in Arithmetic Computation and Problem Solving was measured, using the remaining half of the third and fifth grade sample classes. Third graders were given the Metropolitan Achievement Test, Elementary Arithmetic (Forms A and B) and fifth graders the Intermediate Arithmetic (Forms A and C). Alternate forms of both the reading and arithmetic tests were employed for the initial and final testing sessions.

The achievement tests were administered on July 17 and 18 and again during the last week of the program on August 10, 11, and 14. Since each class received either the reading or the arithmetic test, testing was completed in one morning. Due to pupil attrition, absence, and reorganization of classes, only 96 of the 215 children initially tested also took the final test. Table 24 presents the breakdown by grade of the final sample population. Qualified graduate students were employed as examiners and, while they solely administered the tests, the classroom teacher was present during the testing session and gave occasional assistance, primarily in maintaining order.

TABLE 24

NUMBER OF CHILDREN IN FINAL GIFTED SAMPLE POPULATION

Grade Completed	Number of Children in Third Grade Sample	Number of Children in Fifth Grade Sample
3rd	43	0
4th	12	19
5th	0	22
Totals	55	41

Raw scores obtained for each of the tests were converted to grade levels based on the norms given in the test manuals. In reading, means for initial, final, and difference scores were obtained for the vocabulary and comprehension test results, and t-tests for paired data were performed to determine whether there were significant changes from initial to final testing. The number of children who increased, decreased, and did not change in level of performance was also obtained, and tests of proportions were performed to determine if a significantly greater proportion of children changed from the initial to final testing than would be expected by chance. Because of the small sample size for both grades in arithmetic, the data for the third and fifth grades were combined and analyzed only in terms of number of children whose scores increased, decreased, or remained the same from the initial to final testing.

B. Pupil Attitude Inventory

All the children who were tested in reading and arithmetic were given the same pupil attitude inventory given to children in the reading and mathematics program. This scale was administered prior to the achievement tests both at the initial and final testing. As with the achievement data, only data from those children who completed both testing sessions will be reported. The data were tabulated and then converted to the positive, neutral, and negative scale from which percentages were obtained.

C. Individual Lesson Observations

During the fourth week of the program, the classes which were tested in reading and arithmetic were observed by faculty members from local college education departments. In addition to these classes, the third- and fifth-grade gifted classes in three additional non-sample schools were observed. Over a period of four days, each observer spent a minimum of one hour in each classroom observed, completing two classroom observations per morning. A total of 21 classes were observed.

The classes were rated on various items which, for purposes of discussion, were grouped into two major categories: (a) qualities of the lesson, and (b) qualities of the teacher. For each item, the number and per cent of observers reporting each possible response were obtained, and these obtained percentages were then converted into a three-category scale: positive, neutral, and negative. Additional comments of the observers were content-analyzed.

D. Pupil Interviews

Concurrent with the classroom observations, a random sample of children tested in reading and arithmetic were individually interviewed by graduate students in the School Psychology Program at the City College. The same procedure described in the reading/mathematics report in Part I was employed with the pupil interviews of the gifted classes. A total of 74 third- and fifth-grade children were interviewed. Interviewer ratings were tabulated and then converted to a three-point scale of positive, negative, and neutral categories with percentages for each group obtained. Open-ended responses were content-analyzed.

E. Teacher Questionnaires

Toward the end of the summer program a questionnaire was sent to all of the teachers of gifted classes. Of 100 questionnaires sent out, 48 (48 per cent) were returned. Because of the length of the proposed questionnaire, the questions were randomly divided into two different forms, each form being sent to half the teachers.

The per cent of respondents selecting each option of the multiple choice items was obtained, while open-ended questions were content-analyzed.

Results

I. Quality and Content of Instruction and Instructional Staff

The data in this section were obtained from two sources, individual lesson observations of 21 third- and fifth-grade classes in ten schools, and the Teacher Questionnaire.

A. Quality of Instruction: Individual Lesson Observations

Observers completed the observational form for each of the 21 classes rating specific items in two areas: qualities of the lesson, and qualities of the teacher. Qualities of the lesson were further categorized into planning, organization, and substantive qualities of the lesson; stimulation of interest; and creativity and originality evidenced in the lesson.

Of the 21 lessons observed (one of which included two subjects), nine were language arts or reading lessons; five were science lessons; three were mathematics lessons; two social studies; and one each in French and art and an assembly rehearsal. Almost all (96 per cent) of the observers indicated that the observed lesson was completely typical of normal classroom functioning.

Table 25 presents the per cent of classes rated as positive (or good), negative (or poor), and neutral (or average) within the categories of qualities of lesson. As can be seen, a majority of teachers were rated as having presented lessons which were organized, systematic, well-planned, clear, and steady, with average or above possibility for continuity. The depth of the lesson was rated somewhat less positively, with 35 per cent of the classes having lessons rated as superficial.

In the second area, stimulation of interest, almost all the classes had lessons in which the children followed and showed interest, and a majority had lessons rated as both stimulating for the children and appropriate in terms of the pupils' range of abilities. Most of the classes had lessons rated somewhat less positively in terms of using the child's background and experience, few of the lessons elicited many spontaneous questions, and typically only a few hands were raised in response to teacher questions.

In comparison with the ratings for the reading and mathematics classes, proportionately twice as many gifted classes demonstrated

TABLE 25

PER CENT OF CLASSES RATED AS POSITIVE, NEUTRAL, OR NEGATIVE BY OBSERVERS IN 21 THIRD- AND FIFTH-GRADE GIFTED CLASSES

	Per Cent of Classes Rated as:		
Qualities of the Lesson	Good or Positive	Average or Neutral	Poor or Negative
A. Planning and Organization			
1. Amount of Planning and Organization	62	38	0
2. Systematic and Organized	76	19	5
3. Steady (vs. Erratic)	56	33	11
4. Foundation for Future Lesson	43	52	5
5. Clear (vs. Unclear)	61	28	11
6. Informal (vs. Formal)	50	35	15
7. Deep (vs. Superficial)	45	19	35
8. Attractiveness of Classroom	52	38	10
B. Stimulation of Interest			
1. Interest and Enthusiasm	48	43	9
2. Class Showed Interest and Followed Lesson	85	15	0
3. Lesson Elicited Spontaneous Questions	14	14	72
4. Stimulating for Children (vs. Dull)	62	19	19
5. Hands Raised to Teacher's Question	19	33	48
6. Lesson Appropriate in Terms of Range of Pupil Abilities	50	40	10

TABLE 25 (continued)

Qualities of the Lesson	Per Cent of Classes Rated as: Good or Positive	Average or Neutral	Poor or Negative
7. Use of Child's Background and Experience	24	38	38
8. Foundation for Independent Work and Thinking	43	38	19
C. Creativity and Originality in Lesson			
1. Level of Creativity and Imagination	52	29	19
2. Stimulation of Creative Thinking	23	48	29
3. Effective and Creative Utilization of Teaching Aids	10	52	38
4. Imaginative (vs. Routine)	38	38	24
5. Creative (vs. Uncreative)	48	33	19
6. Original (vs. Stereotyped)	40	20	40
7. Observation of Instructional Innovations	76 (yes)		24 (no)

interest, involvement, and enthusiasm in the lessons, and a greater proportion of gifted classes were generally rated favorably in terms of the extent to which the lessons exhibited a foundation for independent work and thinking.

In the area of creativity and originality, most of the classes were rated as average or above average in level of creativity, imagination, and originality, but typically only average in terms of stimulation of creative thinking. Instructional innovations were observed in approximately three-quarters of the classes, although a majority of teachers did not effectively and creatively utilize teaching aids. Comparison of the items in this category between the gifted and reading and mathematics classes indicates substantially and significantly higher proportions of gifted classes having lessons rated as creative, imaginative, and original.

The most general item on the observation scale was the overall rating of the lesson in terms of the quality of instruction (see Table 26). Eighty-six per cent were considered average or above. None of the gifted classes were rated as "extremely poor." Table 26 presents a comparison of the observer ratings of the quality of instruction for the reading/mathematics classes and the gifted classes. While the quality of instruction observed in the gifted classes seems slightly more favorable than in the Reading and Mathematics program, a chi-square test of the distributions of ratings showed no statistically significant differences.

TABLE 26

COMPARISON OF PER CENT OF OBSERVERS' RATINGS OF QUALITY OF INSTRUCTION IN READING/MATHEMATICS COMPONENT AND GIFTED COMPONENT

	Per Cent Receiving Indicated Rating					
Program	**Outstanding**	**Better than Average**	**Average**	**Below Average**	**Extremely Poor**	**N**
Reading/Mathematics Component	14	22	41	19	4	51
Gifted Component	24	24	38	14	0	21

B. Strengths and Weaknesses

Observers were also asked to comment on the major strengths, or effective features of the classroom, as well as the major weaknesses. Content analysis of these responses led to the categories shown in Table 27. The item mentioned most frequently, under strengths as well as under weaknesses, was "attitudes and personal qualities of the teacher." Almost one quarter (24 per cent) of the observers indicated that they did not observe any weakness in the lesson.

C. Content of Instruction: Teacher Questionnaire

"The broadening of horizons and the provision of experiences not encountered in the regular school program" was a primary objective of the gifted program, as stated by the Board of Education's project

TABLE 27

NUMBER AND PER CENT OF CLASSES FOR WHICH EACH OF INDICATED STRENGTHS AND WEAKNESSES WERE MENTIONED

	Number and Per Cent of Classes Mentioned	
	Number	Per Cent
Strengths[a]		
1. Teacher Attitudes and Qualities	9	45
2. Opportunity for Child's Expression and Involvement	7	35
3. Use of Materials	7	35
4. Planning and Organization of Lesson	5	25
5. Individual Instruction	4	20
6. Physical Organization and Class Size	4	20
7. Lesson Related to Child's Experience	3	15
Weaknesses[b]		
1. Teacher Attitude and Qualities	12	57
2. Superficial and Limited Lesson	6	29
3. Lack of Time	3	14
4. No Weakness Observed	5	24

[a] N = 20

[b] N = 21

proposal. In addition, it was also proposed to have specialists talk to the children and for the children to make trips, including one bus trip selected by the staff of the program. Therefore, several questions were included on the teacher questionnaire in order to assess the extent to which these goals were accomplished.

To ascertain the content of instruction, the teachers were asked to describe the general nature of their lessons. Over half (58 per cent) reported that their lessons consisted predominantly of instruction of new material not yet covered during the regular school year; 27 per cent mentioned instruction of an enriched nature; and 15 per cent responded that their lessons were partial reviews of previously covered material and partial inclusion of new material. The teachers were then asked to indicate whether, if new material were covered, they thought that some (or all) of this material would be covered in the children's classes during the coming school year. While half the teachers responded "maybe," 25 per cent did not know, and another quarter reported "no."

Content analysis of 24 responses to the question regarding the way in which the children were provided with experiences not yet encountered before the program indicated that the major source of provision for new experiences was through exposure of "new subject or curriculum matter;" 15 teachers listed this. Responses in this category mentioned coverage of new areas in mathematics, lessons in creative writing, and instruction in foreign language, music, or art. Other sources of new experiences were infrequently mentioned, and included the "inclusion of new and supplemental materials" (N = 5), field trips (N = 3), and utilization of different techniques of learning (N = 3).

Finally, the teachers were asked to indicate the number of trips their class made and the location of the trip. Of the 26 teachers responding to this question, it was found that 11 classes made at least one trip; six classes went on two trips; three classes made three trips; one class had four trips; and five classes did not make any trips. The place most frequently visited by the children was the World's Fair Science Museum, although trips were also made to art and historical museums, musical events, and neighborhood localities. When asked if specialists had been invited to talk to their classes, 96 per cent of the teachers reported that no specialist had visited her class.

D. Teacher Estimates of Progress

On a question referring to the teacher's estimation of the number of children who made noticeable progress in certain areas, 82 per cent of the teachers indicated that "most" or "all" of their children made progress in broadening their horizons and experiences. In addition, 70 per cent reported progress with most or all of their children in the area of stimulation of new interests.

E. Qualities of Instructional Staff: Teacher Questionnaire and Individual Lesson Observation

Several of the items on the questionnaire distributed to the teachers of the gifted classes pertained to their teaching experience and background. Table 28 presents the data on overall teaching experience in subject taught and specific grade with disadvantaged children and with gifted pupils. Forty-four per cent of the teachers had taught the same grades and subjects from one to four years, and 42 per cent had from five to ten years of experience. Ninety-two per cent of the teachers had taught children from similar backgrounds before. Almost one-third (29 per cent) of the teachers in the summer program had no previous teaching experience with gifted classes. Ninety per cent of the teachers taught similar subjects and grades during the summer program as they do during the regular school year.

TABLE 28

NUMBER AND PER CENT OF YEARS OF TEACHING EXPERIENCE IN SUBJECT AND GRADE, WITH DISADVANTAGED CHILDREN AND WITH GIFTED PUPILS[a]

Number of Years Teaching Experience	Experience with Subject and Grade		Experience with Disadvantaged Children		Experience with Gifted Pupils	
	N	%	N	%	N	%
None	4	8	4	8	14	29
1-4	21	44	23	48	28	58
5-10	20	42	20	42	6	13
11-14	1	2	1	2	0	0
15 and over	2	4	0	0	0	0

[a] N = 48

The observers completed a rating scale containing nine items rating the teachers they observed on aspects of personal qualities and knowledge of subject matter. The summary of their ratings is shown in Table 29. The majority of teachers were favorably rated on all the items, with a particularly high proportion of teachers receiving positive ratings in alertness, high expectations for children, integrated personality, and empathy. In comparing the teachers of the gifted classes with the teachers in the reading/mathematics program, the teachers of the gifted were rated as having higher expectations for children and slightly more knowledge of subject matter.

F. Summary

Ratings of the quality of instruction by the observers were found to be predominantly average, above average, and outstanding. A majority of the classes were considered to be well planned, organized, and clear by the observers, and most of the children in the gifted classes were found to demonstrate a high proportion of interest and enthusiasm in the lesson. Many of the classes were observed to be above average in creativity, imagination, and originality, and in greater proportions than the Reading/Mathematics classes.

It was found that the content of instruction in many of the gifted classes consisted of instruction in material not covered during the regular school year. Furthermore, the major source of

TABLE 29

PER CENT OF TEACHERS RATED AS POSITIVE (GOOD), NEUTRAL (AVERAGE), OR NEGATIVE (POOR) ON SELECTED CHARACTERISTICS BY OBSERVERS IN 21 THIRD-AND FIFTH-GRADE GIFTED CLASSES

	Per Cent of Teachers Rated:			
Qualities of the Teacher	Good Positive	Average Neutral	Poor Negative	N
1. Flexible (vs. Inflexible)	39	29	32	21
2. Empathic (vs. Disinterested)	66	19	15	21
3. Responsive (vs. Aloof)	56	28	16	21
4. Alert (vs. Apathetic)	72	14	14	21
5. High Expectations for Children	72	18	10	21
6. Progressive (vs. Traditional)	43	24	33	21
7. Committed (vs. Uncommitted)	63	26	11	19
8. Integrated Personality (vs. Immature)	68	11	21	19
9. Demonstrates Knowledge of Subject	52	48	0	19

providing new experiences for the gifted children was through the exposure of new curriculum and subject matter. Finally, the majority of the teachers in the gifted classes received favorable ratings from the observers.

II. Academic Achievement, Expectancy, and Ability

Academic achievement, expectancy, and ability of the children in the gifted classes was assessed through standardized reading and arithmetic test scores, teacher ratings of progress in various academic areas and ratings of their pupils' intellectual ability, and interviewers' ratings of improvement in and expectancy of academic achievement of the children.

A. Academic Achievement as Measured by Standardized Test Score Data

Table 30 presents the means and mean differences between the initial and final test scores obtained by third- and fifth-grade children on the Gates MacGinitie Reading Test (vocabulary and comprehension), expressed in terms of grade levels. The difference column indicates the degree of change or growth made after approximately 17 half-days of instruction.

TABLE 30

INITIAL AND FINAL MEANS AND MEAN DIFFERENCES FOR THIRD AND FIFTH GRADERS IN VOCABULARY AND COMPREHENSION BY GRADE LEVELS

	Third Grade		Fifth Grade	
	Vocabulary	Comprehension	Vocabulary	Comprehension
Pre	4.89	4.74	6.06	5.57
Post	4.88	4.81	5.91	5.30
Difference	- .01	+ .07	- .15	- .27
t	N.S. [a]	N.S.	N.S.	N.S.
N	37	37	24	24

[a] N.S. = not significant

As can be seen in Table 30, the children in both the third and fifth grade classes were found to be reading about one year above their regular grade level. While no significant gains or losses were made by either grade, the greatest mean differences occurred among the fifth grade sample, with losses of 1.5 to 2.5 months in vocabulary and comprehension scores, respectively.

The number and per cent of children who increased, decreased, or did not change in test scores from the initial to final testing in mathematics and reading are presented in Table 31. This analysis, too, indicates no change for the third grade reading scores, while the above-observed mean decrease in comprehension scores for the fifth graders was strengthened by the significant proportion of fifth graders who decreased from the initial to final testing.

TABLE 31

NUMBER AND PER CENT OF READING AND ARITHMETIC TEST SCORE CHANGES. THIRD-AND FIFTH-GRADE GIFTED CLASSES

		Number of Children Who:				Of Those Changing Per Cent Who:[a]	
Grade		Inc.	Dec.	Did Not Change	Total	Inc.	Dec.
3 and 5	Computation	17	17	1	35	50	50
	Problem Solving	15	4	12	31	56	44
3	Vocabulary	18	16	3	37	53	47
	Comprehension	21	13	3	37	62	38
5	Vocabulary	12	12	0	24	50	50
	Comprehension	7	16	1	24	30	70*

[a] Tests of proportions used only the increase and decrease categories.

*$p < .05$

B. Academic Progress and Intellectual Ability: Teacher Ratings and Observers' Comments

Teachers were asked to indicate the amount of progress the "average" child in the gifted classes made in reading and arithmetic during the summer program. Of the 22 teachers responding to the item, eight mentioned that there was between "none" to "two months" progress in reading, while ten reported that the question was not relevant for them since they were not teaching an academic subject. Four teachers felt that between "none" and "two months" progress in arithmetic was made; two reported between "three and six months" progress in arithmetic; and 13 indicated that the question was not relevant to them.

Comparisons were made by the teachers of the academic achievement of the children in the summer program both with children they had "previously taught" and with "comparable non-attenders." Fifteen teachers (83 per cent) responded that they believed the children in the summer program would do better in academic performance in the fall than comparable non-attenders, while three teachers (17 per cent) felt only that the children in the summer program would do as well as comparable non-attenders. When comparing the performance of the children in the summer program with children they had previously taught, 36 per cent reported that the summer school children performed better than children they previously taught; 41 per cent responded that the summer school children performed as well as children previously taught; and 23 per cent mentioned that children they had previously taught performed better than the summer school children.

Table 32 summarizes categories revealed from the content analysis of the teachers' descriptions of their classes' intellectual ability. While nine teachers described their classes as comprised exclusively of "gifted" or "bright" children, many others indicated the presence of heterogeneity of intellectual ability. Additional comments made by observers in seven classes indicated that either the principals, teachers, or the observer himself observed that not all the children in the gifted classes could be considered "gifted" by typical standards. These judgments were based on the children's normal grade level reading scores and their poor working habits demonstrated in school.

TABLE 32

NUMBER OF TEACHERS MENTIONING EACH OF THE INDICATED DESCRIPTIONS OF THE INTELLECTUAL ABILITY OF THEIR CHILDREN

Majority Described As:	Other Children Described As:	N
1. Gifted, bright, above average, high achievers	No reference	9
2. Gifted, above average	Average	1
3. Gifted, above average	Average and/or below average	4
4. Average	No reference	2
5. Average	Above average	6
6. Average	Below average	1
7. All levels mixed		2
	Total	25

Finally, the teachers were asked to indicate the proportion of children in their summer classes who had not been enrolled in a gifted class in their regular school and whom they would recommend for a gifted class in the fall. More than half (59 per cent) indicated that they would recommend "few" or "some" of their children. About one-third reported they would recommend "about half" their children, and only nine per cent mentioned they would recommend "most or all" of their children for gifted classes in the fall.

C. Summary of Achievement Findings

Based on the standardized test data, no significant gains were made by either third or fifth graders in arithmetic or in vocabulary and comprehension, and some indication of loss in these areas was observed among the fifth-grade children. (A significant proportion of fifth graders decreased in comprehension scores from the initial to final testing.)

Teacher comparisons of academic performance between the summer school children and comparable non-attenders predicted better academic performance among the children in summer school in the fall. Comparisons between the children in the summer program and those children the teachers had previously taught yielded small differences between the two groups of children. It was also seen from teacher and observer descriptions of the intellectual ability of the children that less than half the children in the gifted classes were considered to be gifted by usual criteria.

III. Evaluation of Other Aspects of the Summer Gifted Component

Organizational features, attitudes concerning the value of the summer program, and goals, strengths, weaknesses, and recommendations of the gifted program were obtained from children's responses on the pupil attitude inventory, pupil responses and interview ratings from individual interviews, and data from teacher questionnaires.

A. Organizational Features and Attendance

Information pertaining to the organizational aspects of the gifted component was obtained from the teacher questionnaire. Additional data concerning attendance were supplied by the Board of Education.

1. Departmentalized Period

About half (54 per cent) of the teachers had departmental periods 45 minutes in length; among these teachers, 76 per cent rated the 45-minute period as being "appropriate" in length, with the other 24 per cent indicating that the period was too short. Fifteen per cent of the teachers reported having periods of 40 minutes; these were also rated by most of them as "appropriate." One to three teachers indicated having longer periods of 50, 55, 60, 70, or 90 minutes. The overall ratings of the length for these longer periods revealed that 77 per cent of the teachers were satisfied, while 18 per cent felt they were too short and 5 per cent rated the periods as too long.

2. Materials and Supplies

Three-fourths of the teachers (77 per cent) indicated that they did have special materials supplied by the school for their subject area. SRA lab kits and workbooks were the materials mentioned most frequently as being supplied by the school, while several teachers also mentioned books, filmstrips, tape recorders, newspapers, and supplies for music, art, and science. When asked if they were given a curriculum guide to follow for the summer, 85 per cent of the teachers said they were not.

3. Reports to Parents and Home Schools

Almost all the teachers (90 per cent) reported that some type of evaluation of the children in their class, usually in the form of a general report card, would be sent both to parents and to the child's regular school. In addition to report cards, teachers mentioned check lists of areas studied, attendance reports, subject and character ratings, and general teacher comments as other methods of evaluating and describing the child's summer experience both to his parents and to his home school.

4. Attendance

Figures supplied by the Board of Education revealed that while 1,863 children were registered for the gifted component, an average of 1,476 children, or 79 per cent of the total registration, attended. Of the 99 gifted classes in the program, with an average of 18 pupils registered per class, an average of 14 students attended daily. About eight per cent of the children in the gifted component came from nonpublic schools.

B. Pupil Attitude Toward School: Interviewer Ratings and Attitude Inventory

Interviewers were asked to rate children's attitudes toward summer school and regular school. Almost three-fourths of the children (72 per cent) were rated as having wanted to attend summer school "very much," and 85 per cent as having generally positive and even enthusiastic attitudes toward summer school. Attitudes regarding regular school were positive, but not as nearly unanimously so as those toward summer school. Seventy-one per cent were considered to have positive attitudes toward school in general, and 65 per cent of the children expressed a desire to return to school in the fall. This finding was consistent with the interviewers' belief that a majority of pupils liked summer school "much better" than regular school. Eighty per cent of the children did indicate, however, that they would attend regular school even if it were not obligatory.

Data obtained from six items on the pupil attitude inventory administered to third- and fifth-grade classes at the end of the program are shown in Table 33. Two-thirds or more of both the third- and fifth-graders responded positively to the first three items. Two out of five (41 per cent) of the fifth graders mentioned that they did not learn as much this summer as they do during the year, which to some extent supports the results of the fifth-grade achievement test data.

Children who were interviewed were asked, "How did you happen to come to school this summer?" Content analysis of the responses indicated that 39 per cent of the children said that they made the decision to come to summer school on their own, while 38 per cent mentioned their mother and 32 per cent their teacher as influencing their decision to attend.

C. Teachers' Goals for the Summer Program

The teachers were asked to indicate what their major goals for the summer school program were, and these responses were summarized into six categories. Of 20 who responded, the goals cited by the largest number of teachers were "enrichment of academic subjects" and "review of academic subjects," each mentioned by half the teachers. The development of "creative and independent thinking" was reported by eight of the teachers and "cultural enrichment" by five. Finally, three each mentioned "understanding world events" and "improved self image." Asked the extent to which they thought

TABLE 33

PER CENT OF THIRD-AND FIFTH-GRADE CHILDREN MENTIONING POSITIVE, NEUTRAL, OR NEGATIVE RESPONSES TOWARD SCHOOL ON POST-ATTITUDE INVENTORY

	Grade 3[a]			Grade 5[b]		
Item	(Yes) Positive	Neutral	(No) Negative	(Yes) Positive	Neutral	(No) Negative
1. I liked being in school this summer	68	28	4	81	17	2
2. My teachers really helped me	80	20	0	83	17	0
3. The things I learned this summer will help me in school next year	79	19	2	81	19	0
4. I would like to return next summer	48	44	8	39	46	15
5. I learned more this summer than during the year	32	51	17	12	47	41
6. This was the best school I know	38	51	11	24	44	32

[a] N = 54

[b] N = 41

they had accomplished these goals, 26 per cent reported that they had "completely" accomplished their goals, while 74 per cent indicated they had accomplished their goals "somewhat." Lack of time, materials, and pupil interest were most frequently cited as reasons why their goals were not fully accomplished.

D. Value of the Summer School Program

When asked how they felt about the value of the summer school program, 55 per cent of the teachers responded "enthusiastically," while 45 per cent reported feeling "positively but not enthusiastically." None of the teachers mentioned slightly positive or negative feelings about the program. Increase in the child's motivation and the provision of experience and satisfaction for the teachers were the primary reasons mentioned in explanation of strongly positive and enthusiastic responses.

Interviewers, too, were asked to rate the extent to which they felt that the summer experience had been valuable for the child whom they interviewed. Of 72 children rated, 71 per cent of the interviewers reported the summer school experience as being "very valuable" for the child; 26 per cent stated that the summer program was rated as "of some value," and in only two cases was the summer school considered of no value for the child.

E. Strengths, Weaknesses, and Recommendations

The teachers were also asked what the major strengths and weaknesses of the program were, as well as their suggestions for next summer's program. Effective staff and administration was mentioned by the largest number of teachers (nine) as a strength, while poor administrative planning and organization received the highest number of responses (ten) as a weakness. Flexible and enriched curriculum was mentioned by eight teachers as a major strength, as were enthusiasm of the children (seven) and the opportunity for small classes and individual attention (seven). Finally, materials were a source of strength to six teachers and a weakness to six others, while other weaknesses included heterogeneity of classes (six), poor attendance (four), and lack of information on the children (three).

The most frequent recommendations made by the teachers for next summer's program were for the earlier arrival and more plentiful supply of materials (nine) and better planning and organization of the program (nine). Six recommended better pupil placement, specifically the grouping of children in classes by ability rather than by age. Two suggested that more information on the children would be helpful.

F. Summary

It appeared that the children's attitudes toward and enthusiasm the summer program were rated by interviewers as being positive and high. Attitudes toward regular school and the desire to return to school in the fall, although not as favorable as those toward summer school, were still rated high and positive by the interviewers for a majority of the children.

Enrichment and review of academic subjects was mentioned by half the teachers as being their major goal for the summer. All the teachers responded enthusiastically and strongly positively about the value of the summer program, and a majority of interviewers rated the program as being very valuable for the children.

Staff and administration was found to be a major source of both strength and weakness to the program by the teachers, while flexible and enriched curriculum, enthusiasm of the children, and small classes were additional positive features of the program. Materials and supplies, heterogeneity of classes, and poor attendance were other weaknesses mentioned by the teachers. More specialists and materials were the most frequent recommendations of the teachers, while other suggestions referred to better planning and organization of the program and better pupil placement.

Conclusions

On the basis of the obtained data, it is possible to make several conclusions concerning the gifted component. Most of the gifted classes were rated by observers as average or above average in stimulation, creativity, and level of interest and enthusiasm demonstrated by the children. Ratings concerning the quality of instruction revealed that almost all the lessons were average, above average, or outstanding. Content of more than half the teachers' lessons consisted of new material not yet covered during the regular school year, and the major source of providing new experiences to the children was through exposure to new subject and curriculum matter. While only one specialist visited a class, most classes did make at least one trip during the summer.

Standardized test results indicated that no significant mean gains or losses were made by a sample of third and fifth grade children, although a significant proportion of fifth graders decreased in reading comprehension scores. Teacher descriptions of their classes' intellectual ability revealed that while some classes consisted solely of "gifted" pupils, many classes were comprised of children with above average and average intellectual ability. Both teachers and interviewers rated the summer school experience as positive and of value for a majority of the participating children.

Chapter V

THE ENRICHMENT COMPONENT

The enrichment component of the SDES was designed to expose children without reading handicaps from disadvantaged areas to daily art and music instruction. Children attended 90-minute classes in music and in art every day, at either the primary or the intermediate level. In the 39 participating schools, there were usually two art and two music classes at the primary level and two art and two music groups for the intermediate levels, with four specialized teachers per school.

Procedure

The data for the enrichment evaluation were obtained from three sources: individual lesson observations; individual pupil interviews; and teacher questionnaires.[1]

I. Individual Lesson Observations

During the fifth week of the enrichment program observers visited music and art classrooms in nine schools. Over a period of five days, each observer spent approximately 90 minutes in each of 32 classrooms observed. Faculty members of the City College School of Education and specialists in art and music comprised the observational staff. Sixteen music and 16 art classes were observed.

---

[1] Copies of each of these instruments are in Appendix B.

Lessons were rated on several items which for purposes of discussion have been grouped according to "qualities of the lesson" and "qualities of the teacher." For each item, the number and per cent of observers responding to each possible answer was obtained.

II. Pupil Interviews

Concurrent with the classroom observations, children in the enrichment classes were interviewed individually by the observers and by graduate students in the City College School Psychology Program. Children were randomly selected from the teacher's roll book. A total of 89 children from primary and intermediate music and art classes were interviewed. Interviewer ratings were tabulated, converted to a positive, neutral, and negative scale, and percentaged, and children's free responses were content-analyzed.

III. Teacher Questionnaires

Toward the end of the program, questionnaires were mailed to all teachers in the enrichment component. Of approximately 100 forms distributed to teachers, 59 were returned. Multiple choice items were tabulated and percentaged and free responses content-analyzed.

Results

I. Quality of Instruction and the Instructional Staff

The data in this section are derived from the observer ratings of classroom observations and information supplied by teacher questionnaires.

A. Individual Classroom Observations: Music Classes

Observer ratings of the music classes are summarized in Table 34 under the headings of: (a) planning, organization, and depth of the lesson; (b) stimulation of interest; and (c) creativity in the lesson.

According to the observers, most of the classes had lessons which showed evidence of planning and organization (81 per cent), were clearly (82 per cent) and systematically (75 per cent) presented, and which frequently called for both sensory and emotional involvement by the pupils (81 per cent). In only one-third of the classes did the teachers make "some" attempt to relate music to other areas of the curriculum, whereas in two-thirds of the classes this was "seldom" or never observed.

In all the classes, all or most of the children were found to have contributed to or participated in the lesson. In addition, all the lessons were rated as appropriate to the age and abilities of the pupils, and special guidance was offered to almost every child when appropriate. While there was little spontaneous questioning by the children,[2] typically "some" hands were raised when the

---

[2] As the reader may remember, this lack of spontaneous questions characterized all lessons.

TABLE 34

PER CENT OF CLASSES RATED POSITIVE, NEUTRAL, AND NEGATIVE BY OBSERVERS IN 16 MUSIC CLASSES

	Per Cent of Classes Rated			
	Positive	Neutral	Negative	N
I. Qualities of the Lesson				
A. Planning, organization, and depth				
1. Amount of planning and organization	81	19	0	16
2. Extent foundation was laid for future lessons	55	36	8	11
3. Systematic	75	25	0	16
4. Steady; consistent	75	19	6	16
5. Clear	82	12	6	16
6. Deep; Substantive (vs. Superficial)	31	44	25	16
7. Extent music was related to other curriculum	0	33	67	15
8. Extent of total involvement called for; use of eyes, ears, kinesthetic sense and feelings	81	12	7	16
B. Stimulation of interest				
1. Stimulating for children	69	31	0	16
2. Children interested and enthusiastic	69	31	0	16
3. Extent of spontaneous questioning by children	24	13	55	16
4. Extent of hands raised to answer teachers' questions	26	61	13	15

TABLE 34 (continued)

	Per Cent of Classes Rated			
	Positive	Neutral	Negative	N
5. Extent of student participation or contribution to lesson	100	0	0	16
6. Lesson related to children's background and experience	34	56	10	9
7. Appropriateness to age level, aptitude of class	100	0	0	16
8. Special guidance offered to children in terms of direction relevant to the lesson	94	0	6	16
9. Relating of the lesson to common events outside the classroom, e.g. concerts at Lincoln Center	33	13	53	15
C. Creativity in lesson				
1. Creative	37	38	25	16
2. Imaginative	25	25	50	16
3. Original	25	25	50	16
4. Level of creativity and imagination in lesson	33	47	20	15
5. Extent to which group's creative thinking was stimulated	6	41	53	15
6. Flexibility; provision for individual self-expression	36	29	35	14
7. Freedom and choice of music, improvisation	6	19	75	16
8. Classroom climate where experimentation was encouraged, children were not afraid to make errors	44	44	12	16

teacher asked a question. Only a third of the classes (34 per cent) had lessons rated as "frequently" relating music to the children's background and experience, and most were rated as doing this "infrequently" or "not at all."

In contrast to the relatively high proportion of favorable ratings given to previous items, the level of creativity in the lessons was assessed less positively, with only a third of the classes having lessons rated as imaginative, creative, original, or flexible enough to allow for individual self-expression. In 88 per cent of the classes, however, children were described as either somewhat or very relaxed and uninhibited by the fear of making errors.

In the overall assessment of the quality of instruction (see Table 35), 69 per cent of the music classes were rated as "better than average" or "outstanding." Observer ratings for this item were significantly more positive than ratings obtained from other observers for classes in the reading and mathematics program.

TABLE 35

COMPARISON OF PERCENTAGE DISTRIBUTIONS ON QUALITY OF INSTRUCTION
FOR MUSIC ENRICHMENT AND READING AND MATHEMATICS PROGRAMS

	Per Cent of Lessons Rated As:					
	Outst.	Bet. Aver.	Aver.	Below Aver.	Ext. Poor	N
Music Enrichment	19	50	25	6	0	16
Reading and Mathematics	14	22	41	19	04	51

B. Individual Classroom Observations: Art Classes

Observers also visited 16 art classes in the same schools, completing an identical questionnaire for each class visited. The observers' ratings for art classes are summarized in Table 36.

According to the observers most of the classes had lessons which showed evidence of planning and organization, were consistently and clearly presented, and frequently called for both sensory and emotional involvement by the children. As was found in music, few classes had lessons relating art to other areas of the curriculum, and only "some" possibility for continuity with future lessons was observed.

Most of the lessons were rated as stimulating, as opposed to dull, for children and three-quarters of the classes had lessons rated as either "outstanding" or "better than average" in terms of pupil interest and enthusiasm. While pupils had "some" to "considerable" opportunity to relate their own experiences to the lesson, few teachers related the children's activities to events outside the classroom such as art exhibitions. On the positive side, most classes had lessons judged to be appropriate to the class age and abilities; special guidance was given when relevant, and most classes had much of the students' art work displayed around the room.

The observers rated the level of creativity evidenced by the teacher in the lessons as relatively high. Half to two-thirds of

TABLE 36

PER CENT OF CLASSES RATED POSITIVE, NEUTRAL, AND NEGATIVE BY OBSERVERS IN 16 ART CLASSES

	Pos.	Neu.	Neg.	N
I. Qualities of the Lesson				
A. Planning, organization and depth				
1. Amount of planning and organization	75	19	6	16
2. Extent foundation was laid for future lessons	37	63	0	16
3. Systematic	62	38	0	16
4. Steady; consistent	88	12	0	16
5. Clear	82	18	0	16
6. Deep; substantive	44	50	6	16
7. Emphasis on the many different methods of working with specific media, e.g., clay, paints	44	44	12	16
8. Extent art was related to other curriculum, e.g. language	6	44	50	16
9. Extent total involvement was called for; use of eyes, ears, kinesthetic sense, and feelings	63	37	0	15
B. Stimulation of Interest				
1. Stimulating to children	75	19	6	16
2. Children interested and enthusiastic	74	26	0	15
3. Extent of spontaneous questioning by children	31	57	12	16
4. Extent of hands raised to answer teachers' questions	22	33	45	9
5. Extent of student participation or contribution to lesson	88	6	6	16

TABLE 36 (continued)

		Pos.	Neu.	Neg.	N
6.	Lesson related to children's background and experience	31	63	6	16
7.	Appropriateness to age level, abilities of class	81	19	0	16
8.	Special guidance offered to children in terms of direction relevant to the lesson	93	0	7	15
9.	Relating of the lesson to common events outside the classroom, e.g., art exhibitions in parks	16	28	56	14
10.	Student art work displayed in the room	81	13	6	16
C.	Creativity in the Lesson				
1.	Creative	69	25	6	16
2.	Imaginative	67	33		15
3.	Original	50	44	6	16
4.	Level of creativity and imagination in the lesson	44	37	19	16
5.	Extent to which group's creative thinking was stimulated	25	63	12	16
6.	Flexibility; provision for individual self-expression	94	0	6	16
7.	Freedom to interpret and abstract rather than stress on traditional realism and detail	88	6	6	16
8.	Teacher emphasized goals beyond those of mechanical practicing	93	0	7	12
9.	Extent of rote drill	100	0	0	16
10.	Classroom climate where experimentation was encouraged; children were not afraid to make errors	88	12	0	16

the classes had lessons judged as creative, imaginative, and original, with considerable flexibility allowing for self-expression, and with minimal structure allowing for abstraction.

In terms of quality of instruction (see Table 37), 62 per cent of the classes were rated as "better than average" or "outstanding." The overall ratings for both the art and music classes comprising the enrichment program were very similar. Classes in both were rated significantly more positively than classes rated by observers in the reading and mathematics classes.

TABLE 37

COMPARISON OF PERCENTAGE DISTRIBUTIONS ON QUALITY OF INSTRUCTION FOR MUSIC, ART ENRICHMENT, AND READING AND MATHEMATICS PROGRAMS

	Per Cent of Lessons Rated As:					
	Outstanding	Above Average	Average	Below Average	Extremely Poor	N
Art	12	50	25	12	0	16
Music	19	50	25	6	0	16
Reading and Mathematics	14	22	41	19	04	51

C. Instructional Staff: Observer Ratings and Teacher Questionnaire

Observer ratings of the "qualities of the teacher" for the art and music teachers are found in Table 38. From two-thirds to four-fifths of the music teachers were assessed as empathic, responsive,

TABLE 38

PER CENT OF MUSIC AND ART TEACHERS RATED AS POSITIVE, NEUTRAL, AND NEGATIVE ON SELECTED CHARACTERISTICS

	Per cent of Teachers Rated as:		
Qualities of the Teacher	Positive	Neutral	Negative
A. Music Teachers (N=16)			
1. Demonstrates knowledge of subject (2c)	56	20	24
2. Flexible (1c)	44	31	25
3. Empathic (2c)	81	6	13
4. Responsive (3c)	82	6	12
5. Alert (4c)	75	25	
6. High expectation for children (5c)	69	19	12
7. Committed (7c)	75	13	12
8. Integrated personality (8c)	44	50	6
9. Informal (7c)	69	6	25
10. Teacher confident and adept (21)	63	34	3
B. Art Teachers (N=16)			
1. Demonstrates knowledge of subject (2c)	82	18	0
2. Flexible (vs. inflexible) (1c)	88	6	6
3. Empathic (vs. disinterested) (2c)	88	12	0
4. Responsive (vs. aloof) (3c)	75	25	0
5. Alert (vs. apathetic) (4c)	81	19	0

TABLE 38 (cont'd)

	Per Cent of Teachers Rated as		
Qualities of the Teacher	Positive	Neutral	Negative
6. High expectation for children (vs. low) (5c)	81	13	6
7. Committed (vs. uncommitted) (7c)	100	0	0
8. Integrated personality (vs. immature) (8c)	94	6	0
9. Informal (vs. formal) (7c)	88	12	0
10. Teacher confident and adept	69	31	0

alert, committed, informal, and holding high expectations for their pupils.

The evaluation of the qualities of the art teachers was very favorable with three-fourths or more of the teachers given positive ratings for all the qualities assessed.

The teachers completed several items on the Teacher Questionnaire pertaining to their teaching background and experience. Teachers were generally experienced. A little more than half the 59 teachers responding had from one to four years of teaching experience, 25 per cent had between five and nine years' experience, and the rest had more than ten years of experience.

Almost all the teachers indicated that they had previously taught children of similar backgrounds and also were teaching a subject and grade they had taught prior to the program. The enrichment teachers were almost evenly divided between those holding Common Branches licenses and those who held special licenses in music or art. More than three-fourths of the teachers said that they had attended an orientation program provided for the enrichment project.

D. Summary

Both the art and music classes were observed to be well planned and organized and comparable in terms of stimulation of interest. However, twice as many art classes were rated as creative and imaginative as music classes. A majority of both music and art classes were rated as outstanding or better than average.

More art than music teachers were rated by the observers as flexible and demonstrating knowledge of subject matter although all teachers received favorable ratings on most qualities. Almost all of the teachers had previous teaching experience with disadvantaged children and had taught similar subjects and grades prior to the program. Most of them attended a pre-service orientation program.

II. Progress and Attitudes of Children

Children's attitude toward the summer enrichment program and their teachers' expectation and evaluation of their progress over the summer were assessed through responses from individual pupil interviews and teacher questionnaires.

A. Pupil Attitude Toward Summer Program: Individual Pupil Interview

Table 39 presents the results of the children's responses and interviewers' ratings concerning their attitudes toward summer school and their interest in art and music.

Both in terms of current status and in terms of the interviewers' judgment of attitude change, high percentages of favorable or positive ratings were obtained. About 90 per cent of the children reported positive attitudes toward music and art, and interviewers

TABLE 39

PERCENTAGE DISTRIBUTIONS OF INTERVIEWER RATINGS FOR CHILDREN'S ATTITUDE TOWARD SUMMER PROGRAM
(N = 89)

Area and Item	Per Cent of Children Rated As: Positive	Neutral	Negative
Increased Interest in Music and Art			
1. Child reports liking music	93	6	1
2. Child reports liking art	91	9	0
3. Interviewer rating of increased liking of music	66	26	8
4. Interviewer rating of increased liking of art	81	15	4
Attitude to Summer School			
1. Interviewer rating of child's attitude to summer school	92	4	4
2. Interviewer rating of interest and enthusiasm	89	7	4
3. Interviewer rating of extent child wanted to come to summer school	87	9	4
4. Child reports liking summer school	89	7	4
5. Child reports wanting to return next summer	82	12	6
6. Interviewers' second rating of attitude to summer school	87	11	2
Preference for Summer School			
1. Interviewer rating of child's preference for summer school to regular school	68	11	21

felt that 66 per cent of the children held more positive attitudes toward music and 81 per cent held more positive attitudes toward art "now" than "before" the program.

In terms of general attitude toward school, both the expressed attitudes and interviewer ratings were positive for more than 80 per cent of the children. Perhaps most striking was the finding that two-thirds of the children were rated by interviewers as preferring summer school to regular school.

In additional questions other than those reported in Table 39, one-third of the children reported they were doing well in music and art, and were rated by interviewers as having an enhanced sense of achievement in both subjects. When asked what changes they would like to see in the summer school, no consistent answers were obtained, the greatest percentage (13 per cent) indicating a desire for other subjects like reading or mathematics.

Persistent interest in music and art was reported by the children themselves, three-quarters of whom said they practiced music and art at home and 90 per cent of whom reported they would like to continue with art and/or music lessons after the summer.

Two-thirds to three-fourths of the children were found to hold positive attitudes toward regular school and toward returning to school in the fall.

Interviewers were asked at the conclusion of their interview to estimate the extent to which they felt the summer experience was valuable for each child. The program was judged "very valuable" or of "more than some" value for 67 per cent of the children; of "some" value to 23 per cent of the children; and of little or no value to 10 per cent of the children.

B. Teacher Evaluation and Expectation of Classes

Teachers were asked to indicate which of several given criteria were used in the placement of students. Most frequently indicated was "interest" (81 per cent), followed by "potential aptitude" (45 per cent), "age" (40 per cent), and "demonstrated ability" (33 per cent). Thus, while more than one criterion was used, clearly expressed interest on the part of the pupil was most often taken into account, and possibly was most important.

Table 40 presents teacher estimates of the general level of their class at the end of July. It can be seen that their evaluations were highly positive, with more than 40 per cent of the classes described as "above average" in ten of the 13 areas covered in the questionnaire, and no more than 13 per cent "below average" in any area.

Table 41 presents a summary of the teachers' evaluation of the number of children in their classes who made at least some noticeable progress toward certain of the objectives of the enrichment program. In general, their evaluation of progress was highly favorable for each of the areas. At least half the teachers believed that "all" or "most" children showed noticeable progress toward each of seven

TABLE 40

PER CENT OF TEACHERS RATING THEIR CLASSES AS ABOVE AVERAGE, AVERAGE, OR BELOW AVERAGE IN EACH OF THE LISTED CATEGORIES

		Per Cent of Classes Rated as:			
	Areas	Above Average	Average	Below Average	N
1.	Level of pupil motivation	78	22	0	59
2.	Development of musical or artistic skills	77	23	0	55
3.	Level of interest in school work	64	34	2	56
4.	Degree of motivation toward learning	58	37	5	57
5.	Inquisitiveness	53	44	3	57
6.	Positive attitudes toward school and education	49	49	2	57
7.	Classroom performance	45	48	7	55
8.	Self-expression	46	52	2	57
9.	Degree of expectation of success in school	44	46	9	54
10.	Ingenuity	43	55	2	57
11.	Concentration	36	54	10	57
12.	Educational aspirations	31	56	13	54
13.	Reading level	25	73	2	50

TABLE 41

PER CENT OF CHILDREN RATED BY THEIR TEACHERS AS MAKING NOTICEABLE PROGRESS IN THE LISTED AREAS

Objectives	All or Most Children	Half	Some (about 25%)	Few or None	N
1. Music	82	18	0	0	34
2. Art	90	11	0	0	36
3. Positive attitudes toward school and education	77	15	8	0	48
4. Personality growth	63	19	19	0	48
5. Emotional development	49	30	21	0	43
6. Rise in children's expectation of success in the next school year	75	15	10	0	40
7. Rise in children's educational aspiration level	58	27	12	2	41
	Much	Somewhat		Little or None	N
8. Extent of improvement in the level of creativity and imagination	62	38		0	57

objectives. Music and art were the areas in which the highest proportion (82 per cent and 90 per cent) of teachers felt that all or most of their children had made progress.

A summary of the teachers' expectations for their pupils when they return to school in the fall is given in Table

TABLE 42

PER CENT OF TEACHERS EXPECTING SUMMER SCHOOL CHILDREN TO DO BETTER THAN, AS WELL, OR NOT AS WELL AS COMPARABLE NONATTENDERS IN SELECTED AREAS

	Summer Students Will Do Better	Summer Students Will Do As Well	Summer Students Will Not Do As Well	N
Attitudes toward school and education	87	13	0	56
Nonacademic skills	73	27	0	56
Educational aspiration level	71	29	0	53
Average daily attendance	65	35	0	54
Academic performance	56	42	2	51

The teachers were asked to compare their students to comparable nonattenders and to predict whether the summer school students would do "better than," "as well as," and "not as well as" children who did not attend. Their expectations were generally quite high. More than half and as many as 87 per cent of the teachers expect the summer enrichment students to do "better" than comparable nonattenders in all five areas dealt with in the questionnaire. It is interesting to note that about half the teachers responding indicated that they expected their students to do better in "academic performance" than comparable children who did not attend, and about half felt there would be no difference. This may reflect the extent to which there is disagreement on the part of the teachers as to the transfer value of music and art activities, or of the enrichment program in general.

C. Summary

Extremely positive attitudes toward summer school and interest in art and music were found for most of the children by the interviewers. Almost two-thirds of the interviewers judged the program to be very valuable for the children. Teacher ratings of the children's level were predominantly average and above average, and their evaluation of the children's progress revealed that most or all of the children made noticeable progress in music, art, and other personal areas. Comparison of the summer school children with comparable nonattenders favored the summer school children's better progress in the fall.

III. Evaluation of Enrichment Program

Problems encountered during the program and the goals, strengths weaknesses, and recommendations for the program were obtained from responses on the teacher questionnaire.

A. Problems Encountered

Teachers were given a list of areas which might have been problems for them and were asked to assess the extent to which each area was a problem. Options offered were "major problem," "moderate problem," "minor problem," or "no problem." Table 43 summarizes the results. Only ten per cent or less found any of the areas to be a "major" problem, and no more than 20 per cent found any area a "moderate" problem with the exception of "attendance," which 36 per cent found a "moderate" problem. About half the teachers felt that attrition of pupils was at least a minor problem. With the exception of attendance and attrition, most teachers rated each of the areas as "no problem."

Teachers were also asked to rate the adequacy of the supplies they received for the program. Almost half (47 per cent) judged the supplies as "adequate" and although 17 per cent complained of "too few" supplies, 36 per cent indicated they were "more than adequate." Late arrival of materials and both insufficient quantity and over-abundance and waste of supplies were reasons cited by some teachers for their rating of the adequacy or inadequacy of materials.

B. Goals

Teachers' responses to a question concerning their major goals for the enrichment program were categorized through content analysis. The largest proportion of teachers' responses were categorized as

TABLE 43

PER CENT OF TEACHERS RATING THE EXTENT OF OCCURRENCE EACH
OF SEVERAL POTENTIAL PROBLEMS

	Extent				
Potential Problem	Major Problem	Moderate Problem	Minor Problem	No Problem	N
1. Attendance	10	36	30	24	59
2. Sufficient supplies	10	17	15	58	59
3. Attrition of students	4	16	35	45	51
4. Completion of desired material	3	16	21	60	57
5. Parental involvement and participation	6	6	6	82	47
6. Student involvement and participation	0	10	12	78	59
7. Behavior	0	9	29	62	58
8. Discipline	0	8	29	63	59
9. Maintaining quality of program	0	7	28	65	58
10. Attrition of staff	4	2	8	86	51

"extension of knowledge of music or art" (63 per cent), followed by "offering a variety of music and/or art experiences" (42 per cent), and "deepening appreciation of art or music" (31 per cent). Other goals mentioned less often were concerned with the student rather than with the subject matter, and included "opportunity for self-expression" (19 per cent), "promotion of a feeling of success" (10 per cent), "development of thinking ability" (8 per cent), and "improvement of self-image" (4 per cent).

In appraising the extent to which their major goals had been achieved, 81 per cent of the teachers indicated that "all" their major goals had been met, and another 13 per cent noted that "most" had been achieved. The two reasons most frequently given for having successfully achieved all their goals were that "children worked hard and enthusiastically" (28 per cent) and had "freedom of choice among various activities" (28 per cent).

C. Value and Effectiveness of the Program

In response to the question concerning the value of the program, 80 per cent of the teachers reported feeling "enthusiastic" and 15 per cent were strongly "positive." Only six per cent were either "slightly" positive or negative and strongly negative. When asked their opinion as to the effectiveness of the program, almost half considered it to be either "extremely effective" (45 per cent) or "effective" (48 per cent).

D. Strengths of the Program

The strengths of the program as indicated by teachers were content-analyzed.

"New and unusual opportunities and experiences" for the students was the strength most frequently cited (65 per cent). Then there is a large drop in frequency to "motivated pupils" (29 per cent) and "small classes, individual attention" (23 per cent), "good staff" (21 per cent), "sufficiently long periods" (19 per cent), and "excellent materials," "creative, free class atmosphere," and "students' feeling of success," each noted by 17 per cent of the teachers, and "opportunity to learn free of the pressure of grades," noted by 15 per cent.

E. Recommendations

Teachers were asked their suggestions for future enrichment programs, and their replies were categorized through content analysis. Most frequently (46 per cent), the suggestions were categorized as involving "better organization and planning," which most often specified earlier advertisement or announcement of the program. A third of the teachers' suggestions (35 per cent) referred to "expansion of program," particularly to include more trips. The problem of not receiving materials in time brought suggestions to remedy this by another third (33 per cent) of the teachers, and "smaller classes" and "fewer public presentations" were each suggested by a few (7 per cent) of the teachers.

Summary

While a majority of teachers found most potential problem areas to be actually either minor or no problems, some did mention attendance and supplies as moderate or major problems. Almost half the teachers rated their supplies as adequate or better. Major goals cited by the teachers for the summer program were to extend knowledge of music or art and to offer a variety of experiences, and almost all reported they had achieved their goals. Most teachers were enthusiastic about the program and all considered it to be effective. Provision of new and unusual opportunities and experiences was the major strength of the program reported by the teachers, while motivated pupils, small classes, and good staff were mentioned by about one-quarter as positive features. Finally, almost half the teachers suggested better organization and planning, particularly earlier announcement, and expansion of the program for next summer.

Chapter VI

COMPONENT FOR CHILDREN WITH RETARDED MENTAL DEVELOPMENT

The CRMD program was organized in 31 schools throughout New York City. Each school had two CRMD classes with ten pupils per class. Classroom activities consisted of language arts, motor and manual activities, including arts and crafts, and mathematics. These activities were presented within the context of a core unit on Recreation and Leisure Time Activities.

Procedure

The evaluation of the CRMD program consisted of data obtained from three sources: (a) observer ratings of various aspects of the lesson and classroom activities; (b) teacher ratings of improvement and evaluation of the program; and (c) supervisor ratings of certain general aspects of the program.

I. Individual Lesson Observations

Observers completed an observational checklist similar to the one described for the reading and mathematics program. Eighteen CRMD classes from ten different summer schools were observed. (In eight schools, two classes were observed, and in two schools one class was observed.) The sample of schools consisted of two in Manhattan, four in Brooklyn, three in the Bronx, and one school in Queens.

Observations were made by three observers at different times between August 3 and August 10. Each observer spent a minimum of one hour in each classroom, usually completing two classroom observations per morning. The observers rated the classes on various items which, for the purposes of analysis, were grouped into four major categories: (1) the qualities of the lesson; (2) the qualities of the classroom, routines and management; (3) the qualities of the teacher; and (4) overall evaluation.

For each item rated, the number and per cent of observers responding with each possible answer was obtained. Additional comments made by observers were content-analyzed and percentages were obtained for each of the categories. These percentages were converted into a three-category scale: positive, neutral, and negative.

II. Teacher Questionnaire

During the last week of the program questionnaires were sent to the 60 CRMD teachers in the various schools. Thirty-eight questionnaires (63 per cent) were returned. Census and evaluative questions were included on all questionnaires distributed. Half the teachers received additional questions designed to obtain estimates of pupil improvement in various areas, and the other half were asked to indicate how much time or emphasis they devoted to each of those same areas. The questionnaire was split in this way in order to insure the independence of ratings of improvement and emphasis. Nineteen of the 30 teachers who had been asked to rate extent of improvement returned the questionnaire, and the same number who had been asked to indicate extent of emphasis returned their questionnaire. Copies of both questionnaires are included in the Appendix.

III. Supervisor Ratings

Supervisor ratings are described and discussed in Chapter IX in terms of how each of the various components compared with one another.

Results

I. Individual Lesson Observations

In considering the observational data, the first point to note is that 89 per cent of the 18 classes observed were rated as being either "completely typical" or at least "a reasonable approximation" of normal functioning in the classroom, and in only two classes (11 per cent) did observers believe that what they observed was "less than a reasonable approximation" of normal classroom functioning. Table 44 presents the per cent of classes given positive, neutral, and negative ratings for each item within each category. The following discussion of the ratings is primarily in terms of the modal rating for each item.

A. Qualities of the Lesson

As may be seen from the ratings in Table 44, in the first area,

TABLE 44

PER CENT OF CRMD CLASSES RATED POSITIVE, NEUTRAL, OR NEGATIVE BY OBSERVERS IN A SAMPLE OF 10 SCHOOLS

Item (Item No.)[a]	Per Cent of Classes Rated:			
	Positive	Neutral	Negative	N[b]
I. Qualities of the Lesson				
A. Appropriateness				
1. Appropriateness of lesson re: ability levels of the children	93	NA[c]	07	15
2. Understood by children	72	11	17	18
3. Appropriate level of problem-solving demands	61	NA[c]	39	18
B. Planning, Organization, and Substantive Qualities				
1. Extent of planning and organization	28	50	22	18
2. Systematic (vs. disorganized)	50	17	33	18
3. Steady, consistent (vs. erratic)	56	11	33	18
4. Extent continuity for future lessons	11	67	22	18
5. Clear (vs. unclear)	53	41	06	17
6. Deep, substantive (vs. superficial)	11	33	56	18
C. Stimulation of Interest and Participation				
1. Interest shown by class	45	28	27	18
2. Interest and enthusiasm due to lesson	33	33	33	18
3. Stimulating (vs. dull)	39	28	33	18
4. Responsiveness to teacher questions	28	28	44	18
5. Lesson elicited spontaneous questions	00	17	83	18
6. Use of child's background and experience	17	50	33	18
7. Stimulation of thinking and problem-solving	06	44	50	18
8. Stimulation of creative thinking	05	28	67	18
9. Extent meaningful verbalization encouraged by teacher	33	28	39	18

TABLE 44 (continued)

Item (Item No.)[a]		Per Cent of Classes Rated:			
		Positive	Neutral	Negative	N[b]
II.	Qualities of the Classroom: Routines and Management				
1.	Clean and orderly	61	22	17	18
2.	Attractive	61	17	22	18
3.	Warm atmosphere	50	33	17	18
4.	Displays children's work	67	22	11	18
5.	Informal (vs. formal)	50	22	28	18
6.	Clarity of teacher directions	47	47	06	17
7.	Responsiveness of class to routines and management	44	39	17	18
8.	Extent of disciplining	50	33	17	18
III.	Qualities of the Teacher				
1.	Flexible (vs. inflexible)	53	18	29	17
2.	Empathic (vs. disinterested)	39	39	22	18
3.	Responsive (vs. aloof)	56	22	22	18
4.	Alert (vs. apathetic)	55	28	17	18
5.	High expectations for children (vs. low)	24	41	35	17
6.	Committed (vs. uncommitted)	68	13	19	16
7.	Integrated personality (vs. immature)	44	28	28	18
8.	Likes children (vs. dislikes)	33	56	11	18
9.	Respects children (vs. no respect)	33	45	22	18
10.	Knowledge of subject	36	36	28	11

[a] See Appendix B for full statement of item.

[b] This column represents the number of classes obtaining a substantive rating and does not include "omits" or items rated "not relevant." Percentages are based on the number for each item in this column.

[c] These two items were answered yes or no only, and NA represents not applicable.

appropriateness of lesson to the ability levels of the children, most of the classes were rated as having lessons that were appropriate to the ability levels of the children, demanded an appropriate level of problem-solving, and were understood by more than half the class.[1]

In the area of organization, most of the classes had lessons rated as both "systematic" (or organized), steady (or consistent), and clear. Most lessons were rated as being more superficial than substantive.

In terms of the modal ratings, two of the seven items dealing with interest and participation were positive. In most of the classes (73 per cent) half to more than half the children seemed interested in the lesson. Nevertheless, typically few or no hands were raised when the teacher asked a question, and rarely did the lessons elicit spontaneous questions.[2] Ratings of the extent to which the lesson stimulated creative thinking and problem-solving were also generally negative.

---

[1] That the modal response represents more than half the class cannot be determined from the table as presented.

[2] Particular care must be taken in this sub-study in interpreting negative ratings of pupil responsiveness to questions and responsiveness to the lesson in terms of spontaneous questioning. In many instances these were the typical mode of responding of children in all programs studied and so did not represent any particular deficiencies of the teachers or lessons in the CRMD component.

B. Qualities of the Classroom and of the Teacher

Ratings established for qualities of the classroom and qualities of the teacher were all generally positive. In two-thirds of the classrooms there were extensive displays of children's work and most of the classrooms were clean and attractive. A warm and informal atmosphere was characteristic, and most classes generally responded well to routines and management. The most positive ratings obtained for qualities of the teacher were "committed," "responsive," "alert," and "flexible." The modal response for two other items, unique to the CRMD rating sheet, was, surprisingly, the neutral category. These items were "likes" and "respects children." More than half the CRMD teachers (56 per cent) were rated neutrally in terms of likes vs. dislikes, and almost half (45 per cent) were rated neutral in terms of respect for children.

Observers were also asked to rate the lesson they observed in terms of the quality of instruction. Table 45 presents the percentage of classes rated in each of five categories ranging from "outstanding" to "extremely poor" for both the CRMD and reading and mathematics programs.

While approximately the same percentages of CRMD classes and of reading and mathematics classes were rated as being either "better than average" or "outstanding," a greater percentage of CRMD classes were rated either "below average" or "extremely poor." Thus, there was considerably more variability in the ratings obtained from the CRMD classes.

Forty-one per cent of the classes in the reading and mathematics program, but only 17 per cent of the classes in the CRMD program, were rated as "average." However, a chi-square test for significance performed between the ratings obtained from the two programs in terms of three categories ("above average," "average," "below average") showed that these observed differences were not statistically significant ($X^2 = 4.38$, 2df).

TABLE 45

PERCENTAGE DISTRIBUTION ON QUALITY OF INSTRUCTION FOR CRMD AND READING AND MATHEMATICS COMPONENTS

	Out-standing	Above Average	Average	Below Average	Extremely Poor	N
CRMD	05	33	17	28	17	18
Reading and Mathematics	14	22	41	19	04	51

II. Pupil Growth as Judged by Teachers

Part of the questionnaire sent to CRMD teachers consisted of ratings of extent of improvement made in numerous areas of development. The specific items rated were obtained from a list of "Objectives of the Summer School Program for the Mentally Retarded," prepared by the program coordinators of the Bureau for Children with Retarded Mental Development of the Board of Education. Some additional items were added, and certain items were somewhat modified by evaluation staff. Teachers were asked to indicate the extent of progress they felt the children in their class, as a group, had made during the summer. The choices given were: little or no improvement, some improvement, and much improvement. In addition to these, some teachers were asked to indicate whather the improvement made was "less than," "same as," or "more than" they had expected. Table 46 presents the proportion of 19 teachers who indicated that "much" or "some" improvement had been made.

The areas in which greatest improvement seems to have been made are reflected in the proportions indicating much improvement. These were greatest in social and interpersonal skills and personal competence.

As the data in Table 46 indicate, the modal ratings for all but the first variable was the rating "some" improvement. Thus, between two-thirds and all of the teachers saw either "some" or "much" improvement for most of the categories. The five items which were added to the categories supplied by the Board of Education (including memory, creativity, and thinking abilities) were the items least positively rated. While these items drew no more than one teacher (five per cent) who rated "much" improvement, more than 50 per cent of the teachers did feel that "some" improvement was made by their classes in these areas, though about the same proportion felt that "little or no improvement" was observed.

TABLE 46

PER CENT OF TEACHERS INDICATING IMPROVEMENT FOR EACH OF 36 CATEGORIES

N = 19

		Per Cent of Teachers Indicating	
	Category Rated	Much Improvement	Some Improvement
1.	Getting Along with Peers	53	47
2.	Liking of School	47	53
3.	Knowledge of good habits	47	47
4.	Listening Skills	42	58
5.	Knowledge of Others	42	53
6.	Experiential Reading (Charts)	42	53
7.	Conversational Speech	42	53
8.	Knowledge of Daily Happenings	37	63
9.	Getting Along with Teacher	37	63
10.	Knowledge of Self	32	68
11.	Visual Discrimination	32	63
12.	Participation in Class	26	68
13.	Ability to Follow Directions	26	68
14.	Left to Right Movement	26	68
15.	Recognition of Numbers	26	68
16.	Computation Skills	26	63
17.	Adapts to Routines	26	68
18.	Knowledge of School	21	79
19.	Arts and Crafts	21	74

TABLE 46 (continued)

	Category Rated	Per Cent of Teachers Indicating	
		Much	Some
20.	Ease of Mobility	21	74
21.	Vocabulary	21	58
22.	Audiodiscrimination	21	79
23.	Conformity to Rules	21	74
24.	Seeks Friends	21	68
25.	Gross Muscle Activity	16	74
26.	Non-numerical Concepts	16	74
27.	Meaning of Numbers	16	68
28.	Small Muscle Activity	11	78
29.	Reading Comprehension	10	74
30.	Written Communication	05	63
31.	Use of Numbers	05	84
32.	Memory*	05	58
33.	Creativity*	05	53
34.	Ability to Generalize*	00	58
35.	Ability to Abstract*	00	53
36.	Reasoning*	00	58

*Items added by evaluation staff

In areas other than personal and social competence, however, and particularly in the academic areas, considerably fewer teachers rated their children as having made "much" improvement.

While teachers indicated that typically "some" improvement was made in motor and manipulative skills, never more than one-fifth of the teachers felt that their classes had made "much" improvement in any of the areas dealing with motor or manipulative skills.

Finally, for all the items or categories, it should be noted that when the teachers were asked to indicate the extent to which they believed the amount of improvement was as expected, for every item or category more than half indicated that the improvement observed in their class was the "same" as they had expected. In no instance did more than two teachers report that improvement was "less than expected" for any single category.

Since no other data were obtained to verify teacher ratings of improvement, an additional questionnaire was constructed. Employing the identical areas or categories, a second set of teachers was asked to indicate the approximate amount of time and attention (or emphasis) they devoted to each of the areas. Possible ratings consisted of either: (1) little or no time spent, (2) some time spent, and (3) much time spent. Table 47 presents the proportion of teachers who indicated they spent "some" or "much" time or emphasis on each of the categories or areas.

"Much" emphasis was placed on social skills and personal

TABLE 47

PROPORTION OF TEACHERS INDICATING "MUCH" OR "SOME" TIME OR EMPHASIS SPENT IN THE LISTED CATEGORIES

N = 19

		Per Cent of Teachers	
	Category	Much Time	Some Time
1.	Participation in Class	95	00
2.	Conversational Speech	90	05
3.	Adapts to Routines	89	11
4.	Ability to Follow Directions	89	00
5.	Experiential Reading	79	16
6.	Visual Discrimination	79	16
7.	Knowledge of Good Habits	74	21
8.	Reading Comprehension	74	21
9.	Getting Along with Peers	74	16
10.	Listening	69	26
11.	Conforms to Rules	69	26
12.	Vocabulary[a]	65	29
13.	Audio Discrimination	63	32
14.	Use of Numbers[b]	61	11
15.	Arts and Crafts	58	37
16.	Written Communication	58	26
17.	Getting Along with Teacher	58	26
18.	Knowledge of Daily Happenings[b]	50	44
19.	Computation Skills[b]	50	28

TABLE 47 (continued)

Category	Per Cent of Teachers Much Time	Per Cent of Teachers Some Time
20. Left to Right Movement	42	32
21. Seeks Friends	42	47
22. Ease of Mobility	37	21
23. Non-numerical Concepts	37	63
24. Likes School	37	37
25. Knowledge of Self	32	63
26. Recognition of Numbers	32	58
27. Reasoning	32	47
28. Meaning of Numbers[b]	28	55
29. Knowledge of Others	26	69
30. Memory	26	37
31. Creativity	26	42
32. Ability to Abstract[b]	22	28
33. Ability to Generalize	21	47
34. Small Muscle Activity	21	74
35. Gross Muscle Activity[b]	17	72
36. Knowledge of School[b]	11	61

[a] N = 17

[b] N = 18

competence. "Participation in class," "conversational speech," "adaptation to routines," and "ability to follow directions" were all given "much" emphasis by at least 80 per cent of the teachers, with "reading comprehension" and "vocabulary" given "much" emphasis by three-fourths and two-thirds of the teachers, respectively.

III. Census and Evaluative Data Obtained from Teachers

While the sections of the teacher questionnaire dealing with pupil growth were different for half the teachers, all 38 teachers responded to the identical census and evaluative questions as part of the teacher questionnaire.

The average enrollment, based on data obtained from the teacher questionnaire, was 11.8 children per class. Thirty-four per cent of the teachers, however, reported having 13 or more children in their class. The range was between 8 and 15. Eighty-eight per cent of these children were reported to be classified as educable and the rest as trainable.

Teachers were also asked to indicate what they believed their average daily attendance to be. The average was nine children per class per day. Based upon the observers' count of children in the classroom for their single observation in 18 classes, the average daily attendance was eight. The Board of Education reported an average daily class attendance of seven.

Ninety-seven per cent of the teachers noted that they had taught children from similar backgrounds before. They were generally experienced teachers who had previously taught CRMD classes. Specifically, 40 per cent of 35 teachers responding indicated they had from one to four years of teaching experience; 29 per cent had from five to nine years' experience, 23 per cent from ten to 14 years of experience, and eight per cent had 15 or more years of experience. All the teachers had experience teaching CRMD children previously, with nine of the 38 indicating that this experience was at the junior high school level.

Teachers were asked whether their children differed from CRMD children they had previously taught during the regular school year. While 16 of the 38 who responded reported no difference, seven teachers felt that their children were more motivated, and five teachers indicated that their children were more cooperative. In terms of the group as a whole, eight teachers indicated that the children in their summer class were more heterogeneous than usual.

While seven teachers stated that their methods, content of their lessons, or classroom organization were not different from the regular school year, eight teachers indicated that they were able to provide more individualized instruction and nine felt that a less formal atmosphere permitted them to orient their lessons in terms of recreation and fun as well as in terms of the interests of the children.

In terms of materials and supplies, 23 teachers indicated that the materials they received adequately or more than adequately met the needs of the children. Thirteen felt the materials and supplies were inadequate, and, in fact, nine of these 13 indicated that they never received materials at all.

When asked how they felt about the value of the summer school program for CRMD pupils, teachers all had positive perceptions. Seventy-six per cent of the teachers indicated that they were "enthusiastic" about the program (the most positive option offered) and the remaining 24 per cent indicated that they felt "positive though not enthusiastic" (the second most positive option). None of the teachers indicated that they felt slightly positive, slightly negative, or strongly negative.

When asked to indicate the effective aspects or strengths of the program, teachers most often mentioned the "improvement of skills and learning" of the children (17), the possibility of "individual instruction and small groups" (16), the "informal friendlier atmosphere" prevailing (12), and the "quality of the materials" (11). Seven teachers also mentioned the "presence of educational aides" as an effective aspect.

Teachers were also requested to note the ineffective aspects of the program. Most often mentioned was the "lack of transportation" and the fact that bus service was not provided for the children (20). Fourteen teachers also felt that their "groups were too heterogeneous" either in terms of age or ability level. Seven teachers felt that the "registration procedures" could have been improved, providing more time for prior notification. Six teachers felt that there was "no opportunity for outdoor activities and trips" as well as exercise for the children.

IV. Summary

Most CRMD lessons were rated as being appropriate for the children, organized, and steady. While ratings concerning the extent to which the lesson stimulated creative thinking and problem-solving tended to be negative, ratings for the qualities of the classroom and teacher were generally positive. The overall ratings of the quality of instruction yielded an equal proportion of above-average and below-average ratings, and in general considerably more variability than was apparent for the reading and mathematics lessons.

Teacher ratings for 36 areas of pupil progress were quite favorable, with more than half the teachers responding that at least "some" progress had been made in each area. The largest proportion of positive ratings occurred in areas of personal and social competence, with somewhat fewer favorable ratings for specific academic skills. In addition, most teachers felt that improvement in all areas was equivalent to their expectations. All the responding teachers indicated they were either enthusiastic or positive about the value of the summer school program. The two weaknesses most frequently mentioned by teachers were the lack of daily bus transportation for the children and insufficient homogeneous grouping.

Chapter VII

THE COMPONENT FOR NON-ENGLISH SPEAKING CHILDREN

Classes for non-English speaking children were operated in 58 of the SDES summer schools. Children in the reading and mathematics program were selected from their classes for instruction in English as a second language on the basis of the language competency scale used during the regular school year. Classes, limited to ten pupils, met for a minimum of one half hour per day, twice a week. Teachers assigned to these classes were experienced teachers of English as a second language.

Procedure

Information concerning the non-English speaking component was obtained from the following sources: Individual Lesson Observations; Individual Pupil Interviews, and Teacher Questionnaires.

I. Individual Lesson Observations

During the final week of the summer program, a sample of 16 classes in the non-English component was observed by faculty members of the City College School of Education. Over a period of five days observers visited ten schools and spent about half a day observing each non-English speaking class. Ratings of the classes on items pertaining to the qualities of the lesson and instruction were tabulated, and data will be reported in terms of a three-category scale of positive, neutral, and negative.

II. Individual Pupil Interview

During the last week of the program a sample of children in the ten schools observed were individually interviewed. Bilingual interviewers conducted the interviews either in Spanish or English, depending on the language in which the child was more fluent. A total of 55 children were interviewed, 36 in Spanish and 19 in English. Interviewer ratings were tabulated and also will be reported as a three-category scale of positive, neutral, and negative.

III. Teacher Questionnaire

Toward the end of the summer program, questionnaires were mailed to all the teachers of English as a second language. Of the 64 forms distributed, 51 were returned. Multiple-choice items were tabulated and open-end questions were content-analyzed.

Results

I. Individual Lesson Observations

Table 48 summarizes observer ratings of qualities of the lessons. Considering the first area--planning, organization, and substantive qualities of the lesson--a majority of the teachers were rated as having lessons which were "systematic and organized," "clear" rather than "unclear," and which "evidenced planning and organization." The percentage of teachers found to have "average"

TABLE 48

PER CENT OF 16 NON-ENGLISH CLASSES RATED AS
POSITIVE, NEUTRAL, OR NEGATIVE BY OBSERVERS

Item	Per Cent Rated as: Good or Positive	Average or Neutral	Poor or Negative
A. Planning and Organization of Lesson			
1. Amount of planning and organization	94	06	0
2. Clear (vs. unclear)	63	37	0
3. Systematic & organized	94	06	0
4. Demonstrates knowledge of subject	81	13	06
B. Creativity and Originality in Lesson			
1. Level of creativity and imagination in lesson	44	44	12
2. Stimulation of creative thinking	25	44	31
3. Imaginative (vs. routine)	62	19	19
4. Original (vs. stereotyped)	69	19	12
C. Stimulation of Interest			
1. Use of child's background and experience	75	19	06
2. Interest and enthusiasm	63	31	06
3. Class showed interest in and followed lesson	94	06	0
4. Hands raised to teacher question	44	56	0
5. Stimulating (vs. dull) for children	56	19	25
6. Informal (vs. formal)	81	06	13
7. Good rapport (vs. poor rapport) with class	87	13	0

or "above average" lessons in this area when compared to the comparable data in the reading and mathematics program was considerably higher for organization and planning, but lower for clarity. A majority of the teachers in the non-English program prepared lessons that demonstrated a knowledge of the subject matter.

Lessons were also evaluated in terms of the creativity and originality they displayed. Observers found a majority of teachers having lessons characterized as "imaginative" rather than "routine," and "original" as opposed to "stereotyped." In contrast, a majority of the reading and mathematics lessons were found to be neutral or negative in these particular areas.

In the third major area, stimulation of interest, the majority of teachers had "above average" lessons in terms of "interest and enthusiasm" displayed, use of child's "background and experience," and student's ability to "follow the lesson." In general, the ratings in this area were consistently more favorable (positive) than the comparable data for the reading/mathematics component.

The most comprehensive rating made by observers concerned the overall quality of instruction. Six per cent of the lessons were rated as "outstanding;" 38 per cent as "better than average;" 50 per cent as "average;" 6 per cent as "below average;" and none as "extremely poor." Thus, 94 per cent were rated as average or above. The distribution of these overall ratings was not significantly different than in the reading and mathematics program.

II. Individual Pupil Interviews

Items concerning the child's attitude toward summer and regular school are summarized in Table 49. Most of the children were rated by the interviewers as demonstrating high enthusiasm and interest (75 per cent) and positive attitudes (72 per cent) toward the summer program, although a smaller proportion of children (55 per cent) were positively rated on the extent of their desire to attend summer school. The proportion with positive attitudes toward regular school were equally as high (77 per cent) as those for summer school, while a lower percentage of children (55 per cent) were rated as looking forward to returning to school in the fall. About half the children interviewed felt they were doing "well" in reading (50 per cent) and were rated as having a high achievement expectancy in reading (55 per cent).

Table 50 presents the results of some of the children's responses concerning specific aspects of the program. Most of the children indicated that, when compared to the pre-summer period, they now were better able to understand their teacher (80 per cent); could understand more English (86 per cent); and spoke more English (89 per cent). In addition, 84 per cent of the children were rated by the interviewers as having a more positive attitude toward the summer non-English program than the program during the regular school year and almost all the children (94 per cent) as having positive attitudes toward learning English.

TABLE 49

PER CENT OF CHILDREN RATED BY INTERVIEWERS AS HAVING POSITIVE, NEUTRAL, OR NEGATIVE ATTITUDES TOWARD SUMMER AND REGULAR SCHOOLS

	Per Cent of Children Rated As:			
Item	Positive or Good	Neutral or Average	Negative or Poor	N
A. Attitude Toward Summer School				
1. Extent child wanted to attend summer school	55	41	04	53
2. Interest and enthusiasm for summer school	75	23	02	53
3. Attitude to summer school	72	22	06	50
B. Attitude Toward Regular School and Academic Subjects				
1. How child feels he is doing in reading	50	20	30	50
2. Achievement expectancy in reading	55	41	04	44
3. Child's attitude toward regular school	77	13	10	52
4. Child's attitude toward returning to school in fall	55	37	08	51

TABLE 50

INTERVIEWER RATINGS OF CHILDREN'S RESPONSES ON SELECTED ASPECTS OF THE NON-ENGLISH PROGRAM

Item	Interviewer Ratings in Per Cent: Yes More or Positive	Neutral Same	No Less or Negative	N
1. Extent to which child is better able to understand teacher	80	15	05	54
2. Extent child thinks he knows more English now than before the summer program	86	0	14	52
3. Child speaks more English now than before summer program	89	11	0	46
4. Child's attitude toward summer program compared to program during regular school year	84	15	01	39
*5. Child's attitude toward learning English	94	0	6	18

---

* Item included only on English speaking interview

Interviewers' separate ratings of the value of the language program and of the summer experience indicate that almost half (43 per cent and 45 per cent) considered the program and summer experience respectively to be "very valuable" or "valuable," while nearly half (47 per cent and 48 per cent) considered it of "some value." Only 8 per cent rated the program and the summer experience as of "little value."

III. Teacher Questionnaire

A. Experience and Training of Teachers

Almost all (90 per cent) of the teachers in the non-English component had previous experience working with non-English speaking children. Half (51 per cent) had taught English as a second language from one to five years, 35 per cent had between six and ten years of experience, and 14 per cent had taught from 11 to 15 years. When asked whether they had university or in-service training courses in teaching English to non-English speaking people, 30 per cent indicated they had both; 14 per cent mentioned only university preparation; 18 per cent had taken in-service courses; and 38 per cent had neither university nor in-service courses.

Almost two-thirds (61 per cent) of the teachers reported that they spoke Spanish as a second language. Among these teachers, one-third (33 per cent) rated themselves as speaking the language "fluently," one-third as speaking it "well but not fluently," and the remaining one-third indicated they knew "some words and phrases" in Spanish. Six teachers who did not speak Spanish mentioned that they spoke French, and nine teachers reported that they did not speak a second language.

B. Pupil Progress and Motivation

Teachers were asked to indicate the extent to which children in their classes had received previous instruction in English as a second language. Almost half (49 per cent) reported that "few" or "none" of their children had previous instruction, while 31 per cent indicated that "some" had prior instruction, and 20 per cent responded that "most" of the children had previous instruction. Typically (66 per cent), teachers described their students as having "high and intense" motivation, while 26 per cent rated motivation as "average." Almost all (90 per cent) of the teachers indicated that most of the children had made a "good" or "excellent" adjustment to classroom routines.

Table 51 summarizes teacher ratings of the amount of progress made by most of the children in their classes in seven areas of language development. In general, most children made "good" or "some" progress in all of these areas. The greatest progress was seen by teachers in vocabulary. The least dramatic changes were in intonation and overall fluency.

TABLE 51

TEACHERS' RATINGS OF AMOUNT OF PROGRESS MADE BY MOST STUDENTS IN THEIR CLASSES[a]

	Per Cent Making:				
Area	Much Progress	Good Progress	Some Progress	Little Progress	No Progress
1. Vocabulary	22	56	16	06	0
2. Comprehension	12	53	31	04	0
3. Language Patterns	06	50	38	04	01
4. Pronunciation	10	44	38	08	0
5. Use of Words	02	46	44	08	0
6. Intonation	04	34	56	04	02
7. Overall Fluency	08	26	56	04	06

---

[a] N=51

C. Class Size

Half the teachers indicated that they taught three classes per day, while 44 per cent had four or five classes per morning. Most teachers (80 per cent) reported that their average class size ranged from five to ten children, with the remaining one-fifth indicating classes with 11 or more children.

D. Strengths, Weaknesses, and Recommendations

Asked to comment on the strengths of the program, a majority of teachers (59 per cent) felt that the major strength of the program was the small class size which facilitated an informal teaching experience. The second most frequently stated strength (45 per cent) was that the program placed the non-English speaking child with other students with similar problems and thus helped him gain confidence in his speaking ability. Twenty-nine per cent felt that a major strength was the individualized instruction pupils received, and a slightly smaller proportion (22 per cent) mentioned the positive influence of the continuity of daily instruction. Finally, a small proportion (6 per cent) noted the experienced teachers.

As to weaknesses, half the teachers (52 per cent) found the lack of supplies to be a weakness of the program. In fact, 44 per cent of all teachers reported that they had actually received no supplies at all. Another frequently mentioned weakness (27 per cent) was that there was not enough time in the program to accomplish its goals. Fourteen per cent also found that there were not enough teachers, and a slightly smaller proportion (11 per cent) felt that the program received inadequate publicity. A few teachers (7 per cent) indicated that there was insufficient teacher-orientation both before and during the program.

Teachers were also requested to make recommendations for next year's program. The most frequently mentioned recommendation (48 per cent) was that teachers be given more materials with which to work. Seventeen per cent of the teachers also recommended: more teachers with more experience, more educational aides as assistants, and more trips and walks in the school neighborhood. More parent contact, more publicity, smaller classes, and the need for teacher conferences were also mentioned by approximately 10 per cent of the teachers.

Summary

A majority of non-English lessons were considered by observers to be organized, systematic, and above average in imagination and originality, and in interest and enthusiasm of students. Concerning the overall quality of instruction, almost all the classes were rated as average, above average, or outstanding. Most of the children were rated by interviewers as having positive attitudes toward and interest and enthusiasm for the summer school program. A majority of children indicated during the interview that as a result of the non-English program they could understand and speak more English and were better able to understand their teachers. Teacher ratings of the amount of progress evidenced by most of their students revealed that "good" or "some" progress in seven areas of language development was made, with the largest gains occuring in vocabulary and comprehension.

Chapter VIII

THE EDUCATIONAL AIDES COMPONENT

Procedure

Data concerning the educational aide program were obtained from the following sources: educational aide questionnaires, teacher-trainer questionnaires, and educational aide interviews.

I. Educational Aide Questionnaire

At the time of the initial achievement testing, examiners administered questionnaires to educational aides in the 15 sample schools. A total of 175 questionnaires were completed. The same procedure was employed at the final testing session and a total of 154 questionnaires were returned. Multiple choice items were tabulated, and open-ended questions were content-analyzed.

II. Teacher-Trainer Questionnaire

At each SDES school one teacher or supervisor, designated "teacher-trainer," was in charge of the educational aide program. Of approximately 125 questionnaires mailed to each teacher-trainer toward the end of the summer program, 83 were returned. Again, multiple choice questions were tabulated and open-ended items content-analyzed.

III. Educational Aide Interview

During the last week of the SDES program, a sample of 25 educational aides in three schools were individually interviewed by a member of the evaluation staff. Responses to the interviews were content-analyzed.

Results

A. Descriptive Information

About two-thirds (68 per cent) of the educational aides were between 16 and 21 years of age, with approximately 20 per cent over 30 years of age, and the remaining 12 per cent between 22 and 29 years of age. The average age of the educational aide was 23. Ninety per cent of the aides were high school graduates or better, while 6 per cent had some high school education.

Information concerning the sources from which the aides found out about the summer educational aide program was supplied from questions on the final questionnaire. While a majority of aides (63 per cent) applied for the job as an aide through a Community Progress Center, 31 per cent found out about the job through a center and 30 per cent from a friend. Other sources reported by the aides were their high school (6 per cent), guidance counselors (7 per cent), and parents (7 per cent). Approximately 16 educational aides were assigned to each SDES school.

B. Training and Supervision

Both pre-service and in-service training sessions were held for educational aides. When questioned about the sessions prior to the program, almost three-fourths of the aides (73 per cent) stated they had known about them, and 61 per cent of these had participated. But this means that of the total sample of 175 aides, 13 per cent did not know about the pre-sessions and 24 per cent knew about them but did not participate. The major reason given for non-participation was lateness in entering the program. According to the responses on the final questionnaire, of aides who did participate, the pre-service training program concentrated on several areas of instruction, with "assisting the teacher," "teaching reading," and "handling behavior problems" heading the list. After the program the majority (81 per cent) of aides felt "adequately" or "more than adequately" prepared to assist in the classroom.

Teacher-trainers who were interviewed stated that the pre-service training sessions comprised the major portion of their training program. Subsequent in-service training and supervision was limited by teacher-trainers' other duties, with the result that more than half the trainers (57 per cent) responding to the questionnaire found they lacked time to observe the aides in the classroom. This was corroborated by the two-thirds of the aides (62 per cent), who reported that they were not observed in the classroom by their trainer. In fact, only 32 per cent mentioned teacher-trainers as a major source of help in learning their job, while 62 per cent felt that the teacher with whom they worked was their best mentor. Interview data with the aides revealed a similar perception of the relative help provided by the teacher-trainer and the classroom teacher. However, on the final questionnaire, "experience," both past and on the job, was cited most frequently by the aides (82 per cent) as the single factor most accounting for their feeling of preparedness.

Half (53 per cent) of the aides rated the supervision and training they received from their teacher-trainers as "excellent" on the final questionnaire, while 33 per cent considered their supervision and training as "good."

C. Teacher Ratings of Aides' Effectiveness

Teachers in the various component programs and teacher-trainers were asked to rate the effectiveness of their educational aides. Table 52 presents the results of their ratings. A majority of teachers and trainers rated their aides as "very effective," with the highest proportion of this rating coming from the trainers. Most of the remaining teachers rated their aides as "effective," while 15 per cent of the teachers in the enriched program considered their aides to be "satisfactory" and 8 per cent of the CRMD teachers rated their aides as "ineffective."

TABLE 52

TEACHERS' RATINGS OF EFFECTIVENESS OF EDUCATIONAL AIDES IN GIFTED, ENRICHED, AND CRMD COMPONENTS

	Teachers' Ratings (Per Cent):			
Rating of Aides	Gifted	Enriched	CRMD	Teacher Trainers
Very effective	74	72	68	81
Effective	26	11	24	17
Satisfactory	0	15	0	0
Ineffective	0	02	08	01
Very ineffective	0	0	0	01
N	23	47	34	83

D. Responsibilities of Educational Aides

Half the educational aides (54 per cent) indicated on the initial questionnaire that they had specifically assigned duties to perform each day and a majority (86 per cent) reported their present responsibility as "assisting the teacher." Other aides mentioned "teaching individual students" (42 per cent) and the "preparation of materials" (33 per cent). On the final questionnaire the aides were asked to list the three major activities they did during the summer. Most frequently listed were two instructional activities, "assisting individual children in reading and arithmetic" (67 per cent) and "working with small groups of children" (29 per cent). Next came some non-instructional functions such as "clerical work" (13 per cent), "marking homework" and tests (13 per cent), "escorting children to and from activities" within the school (11 per cent), and "maintaining order and discipline in the classroom " (10 per cent).

Teacher-trainers were also asked to indicate the areas in which they felt the aides could operate most effectively. Almost all the trainers (90 per cent) mentioned "providing individual instruction to children needing it," while 71 per cent mentioned "relieving teachers of paper work." Other trainers indicated "monitorial duties" (35 per cent) and "assuming the role of a second teacher" (24 per cent).

Most of the aides (72 per cent) said during the interview that the training they received was "very related" to the work they actually did. However, more than half (60 per cent) indicated that during the summer they often found themselves with little to do. When asked on the final questionnaire the extent to which their supervising teacher permitted them to utilize their abilities, 79 per cent responded "completely" or "most of the time." A majority of aides (80 per cent) were assigned to one class each day.

E. Problems Faced by Aides

Table 53 summarizes the per cent of teacher-trainers mentioning each of several problems expressed to them by their educational aides. "Maintaining discipline" was the problem aides reported most frequently (30 per cent) to the trainers. Among the interviewed aides, some (28 per cent) mentioned "discipline problems" and "difficulties in motivating indifferent children" as their most frequent problem. However, one-third of the aides (32 per cent) indicated during the interview that they did not encounter any problems during the summer.

TABLE 53

PROBLEMS EXPRESSED BY EDUCATIONAL AIDES TO TEACHER TRAINERS

Problems	N[a]	Per Cent
1. Maintaining discipline	23	30
2. Lateness of pay checks	18	23
3. Insufficient conference time with teachers and/or teacher trainers	14	18
4. Incorrect utilization of aides by teachers	14	18
5. Shortage of opportunities to assist and/or teach children	13	17
6. Too much paper work	08	10
7. Insufficient time in orientation meetings	08	10
8. Insufficient materials	04	05

---

[a] N = 77

F. Benefits Derived by Educational Aides

At the beginning of the summer, the aides were asked to discuss the ways in which they felt they could contribute to the program. Content analysis of their responses indicated that approximately one-fourth of the aides mentioned helping the teacher and alleviating her program load (26 per cent) and providing individual assistance to the children (29 per cent). Table 54 summarizes the ways in which the aides felt they had helped the children during the summer at the time of the final questionnaire. Most often (42 per cent) aides reported "catering to individual needs" and "helping to improve language skills" (36 per cent) as ways in which they had helped children over the summer.

TABLE 54

WAYS IN WHICH EDUCATIONAL AIDES SAID THEY HELPED STUDENTS

TYPE OF HELP	N[a]	Per Cent
1. Catered to individual needs	60	42
2. Helped improve language/English skills	53	36
3. Gave children self-assurance and helped them adjust to the classroom	24	17
4. Helped improve arithmetic skills	19	13
5. Helped children to understand English	11	8
6. Helped children with music	4	3
7. Aided in maintaining order	3	2
8. Worked with poorer students thus allowing rest of class to progress faster	3	2

---

[a] N = 143

Almost all (95 per cent) of the educational aides reported on both the initial and final questionnaires that they would benefit and had benefitted from the program. Table 55 presents the ways in which aides mentioned they had profited from the summer experience. One-quarter (28 per cent) reported that they had gained insight into dealing with children in different behavioral situations and that they had gained insight into what it is like to be a teacher (27 per cent). Others expressed satisfaction in working with children in the role of teacher (25 per cent). In fact more than half the aides (56 per cent) who were interviewed indicated at some point during the interview that the summer experience had affected their career goals in terms of their decision to now become a teacher. On the final questionnaire, too, about half (46 per cent) reported that the summer experience has affected their career goals and 28 per cent indicated they had decided to teach.

G. Strengths, Weaknesses, and Recommendations

At the end of the program the educational aides were asked what, in their opinion, were the major strengths and weaknesses of the educational aide program; 135 aides responded. "Provision of individual attention and small groups for the children" was the most frequently mentioned strength (36 per cent), while "releasing the teacher of some of her burdens," particularly clerical work, was reported by 30 per cent of the aides. Additional strengths

TABLE 55

WAYS EDUCATIONAL AIDES SAID THEY BENEFITTED FROM THE PROGRAM

Way Benefitted	N[a]	Per Cent
1. Gained insight into how children behave and react to different situations, and methods to deal with these situations	41	28
2. Gained insight into what it is like to be a teacher, and what occurs in the classroom	40	27
3. Experienced satisfaction in working with children and in being a teacher	36	25
4. Desire to teach	22	15
5. Developed classroom skills and learned to use school materials (e.g., S.R.A. kits, audiovisual material)	15	10
6. Now realized the need for competent "understanding" teachers	05	03
7. Gained experience in working with small groups and individuals	03	02

---

[a] N=146

mentioned were the "experience of teaching" (18 per cent), "slow children receiving additional assistance" (13 per cent), "aide close in age to student," and "aide helped student" (10 per cent each), and the "good training program" (7 per cent).

Of the weaknesses mentioned by the aides, most frequent was the "improper utilization of the aides" by the teacher (29 per cent). Responses in this category referred to the undefined nature of their job, leaving the aides "at the mercy" of their teachers with the assignment of too many non-instructional duties. One-fifth of the aides reported insufficient training and conferences with both their supervising teacher and teacher-trainer as a weakness of the program. Additional weaknesses indicated were late receipt of paychecks (15 per cent); insufficient time to help children (15 per cent); and too many interruptions such as visitors and meetings which "did not accomplish anything" (9 per cent). One-ninth (11 per cent) of the aides responded that there were "no weaknesses" in the program.

Table 56 presents the recommendations of the educational aides and teacher-trainers for the educational aide program. The most frequent recommendation of the trainers (44 per cent) and aides (21 per cent) was for additional and earlier pre-program orientation and training. Of the trainers mentioning this category, half indicated that the participating teachers should be involved in the pre-program orientation in order to meet their aides prior to the program and to

TABLE 56

RECOMMENDATIONS MADE BY TEACHER-TRAINERS AND EDUCATIONAL AIDES
(Percentage Distribution)

Recommendation	Per Cent of Teacher -Trainers Mentioning Category[a]	Per Cent of Educational Aides Mentioning Category[b]
1. Pre-program orientation and training	44	21
2. More effective utilization of educational aides	18	27
3. Higher salaries for aides and payment on time	14	21
4. Materials available earlier and in sufficient supply	21	06
5. No regular teaching assignment for teacher trainers	25	02
6. More careful selection of educational aides	34	--
7. Additional meetings, observations, and training during program	29	--
8. Longer day	--	11
9. Use of aides during regular school year	--	10
10. Decentralization of program	08	--
11. Require minimum of one year college education for aide position	07	--
12. More individual instruction and smaller classes	--	06
13. Follow up aides during year	05	--
14. Trainer be more familiar with program and its objectives	05	--
15. Program successful and fine as is	10	07

---

[a] N=77

[b] N=113

become familiar with the program's objectives. Other trainers suggested training aides in the schools and districts where they would be working during the summer, and hiring aides far enough in advance so they could participate in the training program. More effective utilization of educational aides on an instructional level and a clearer definition of their responsibilities was mentioned by 18 per cent of the trainers and 27 per cent of the aides.

One of the major recommendations made by the teacher-trainers (34 per cent) was for more careful selection of the aides. Trainers indicated that many of the aides were deficient in basic language arts skills and therefore were not qualified to teach these skills to the children. A little less than a third of the trainers (29 per cent) suggested additional meetings between participating teachers, trainers, and aides, and additional observations of the aides in the classroom. One-fourth of the trainers recommended that the teacher-trainers be relieved of regular teaching assignments in order to devote the full morning to their training duties.

Teacher-trainers were also asked to indicate how they felt the teacher-trainer orientation and training program might be improved. As seen in Table 57, the most frequent suggestion made by the trainers (32 per cent) was to have materials which were to be used in the classroom available at the training sessions. Slightly fewer (28 per cent) mentioned an improved preparation of the aides in teaching techniques and skills and in various subject areas of instruction. Better organization of the training session and meetings

TABLE 57

RECOMMENDATIONS BY TEACHER - TRAINERS FOR THE PRE-SERVICE TRAINING PROGRAM

Recommendation	Per Cent of Teacher-Trainers Mentioning Category[a]
1. Materials available at training session	32
2. Improved preparation of aides in teaching skills and subject areas	28
3. Better organization of teacher-trainer orientation program	27
4. Meetings between participating teachers, aides, and trainers	27
5. Clearer definition of educational aide's role and responsibilities	23
6. Begin training program earlier	19
7. Longer training program	18
8. Others	16

---

[a] N=78

between the participating teachers, aides, and trainers were each suggested by 27 per cent of the trainers. A clearer definition of the role and responsibilities of the educational aides was recommended by 23 per cent of the trainers.

H. Principal's Evaluation

Principals were asked to rate the value of the educational aide program. A majority (71 per cent) rated the program as "very valuable" and one-quarter (25 per cent) considered it to be "valuable." When asked if they would include the educational aide component in next year's program, more than half (58 per cent) responded "yes" and 42 per cent said "yes, with modifications." Of those wishing modifications of the program, 12 per cent suggested additional and improved orientation and training of aides.

I. Attrition and Recruitment of Aides During Program

Teacher-trainers were asked on their questionnaire the number of aides in their program at the beginning and end of the program. More than half the trainers (52 per cent) reported increases in the number of aides in their program during the summer, with an average gain of seven aides in those schools. On the other hand, 27 per cent of the trainers indicated a loss of aides during the summer, with an average attrition of three aides in those schools decreasing in aide staff. The remaining 21 per cent of the trainers reported no change in the number of aides. Thus, it appears that recruitment exceeded attrition during the summer program.

Summary

Over half the educational aides attended a pre-service training program that concentrated on several areas of instruction and adequately prepared them to assist their teachers in the classroom. The fact that more than half the trainers indicated they lacked time to observe the aides in the classroom was corroborated by almost two-thirds of the aides who reported that they had not been observed by their trainer. Half the aides rated their supervision and training as "excellent," while one-third considered it to be "good." Almost all the trainers and classroom teachers of the various components rated their aides as "effective" or "very effective." Both aides and trainers recommended additional and earlier pre-program orientation and training, more effective utilization of aides on an instructional level, and earlier arrival of materials. Trainers also suggested reduction of classroom duties in order to allocate more time to supervision of aides, more careful selection of aides, and additional meetings and observations during the program.

Chapter IX

PART II PROGRAMS: SUMMARY RATINGS AND CONCLUSIONS

Observer ratings of the quality of instruction provide a simple basis for an overall summary. The ratings are presented in Table 58 for the reading and mathematics program and for each of the other component programs. Three components had larger proportions of classes rated as "outstanding" or "above average" than the reading and mathematics program, and another (CRMD) had about the same proportion so rated. Clearly the enriched program obtained the highest proportion of above average ratings with 66 per cent of the classes observed as being "above average." The next most positively rated components were the gifted program, with 48 per cent of the classes rated as "above average," and the non-English speaking program, where 44 per cent of the classes were rated "above average."

Another overall comparison is available from supervisors since, for each of the component programs at their school, supervisors were requested to rate the effectiveness of their staff, the effectiveness of the curriculum,[1] and the selection of participants, as well as to indicate whether they thought the program should be continued in 1968. These data appear in Table 59.

In terms of the "effectiveness of the curriculum," the enriched, non-English speaking, and gifted programs were each rated either

---

[1] The reading and mathematics program was not included in these ratings.

TABLE 58

OBSERVERS' RATINGS OF THE OVERALL "QUALITY OF INSTRUCTION" BY PROGRAM IN PER CENT

	Reading & Math	Enriched[1]	Gifted	Non-English Speaking	CRMD
Outstanding	14	16	24	06	05
Better than average	22	50	24	38	33
Average	41	25	38	50	17
Below average	19	09	14	06	28
Extremely poor	04	0	0	0	17
N	51	32	21	16	18

---

1. Pooled for Music and Art.

TABLE 59

PER CENT OF SUPERVISORS' RATINGS BY PROGRAM AND VARIABLE

	Program			
Variable	CRMD	Enriched	Non-English Speaking	Gifted
1. Effectiveness of Curriculum:				
Outstanding	32	56	46	50
Above average	40	31	36	31
Average	20	13	18	13
Below average	08	0	0	06
Very poor	0	0	0	0
N	25	32	50	16
2. Effectiveness of Staff:				
Outstanding	52	53	50	53
Above average	32	41	31	40
Average	12	06	19	07
Below average	04	0	0	0
Very poor	0	0	0	0
N	25	32	48	15
3. Selection of Participants:				
Very well selected	46	39	45	26
Well selected	11	30	35	32
Average selection	25	12	08	16
Poorly selected	11	15	06	05
Very poorly selected	07	04	06	21
N	28	33	49	19
4. Include next year:				
Yes, as it is	46	67	79	50
Yes, with modifications	50	33	17	39
No	04	0	04	11
N	28	33	48	18

"above average" or "outstanding" by more than 80 per cent of the supervisors in schools with those components in effect, while 72 per cent of the supervisors rated the effectiveness of the CRMD curriculum as either "outstanding" or "above average."

In terms of "effectiveness of staff," the ratings were generally as positive as those of effectiveness of the curriculum.

Supervisors were also asked to rate how they felt about the "selection of participants" for each of the components. While a majority were positive in each component, the most positive perceptions were for the non-English speaking program where 80 per cent of the supervisors felt the selection to have been either "above average" or "outstanding."

Finally, supervisors were asked to respond to the question: "Would you suggest this component be included next year?" In no instance did more than two supervisors respond negatively to the two positive options offered: "Yes, include as is," and "Yes, include with modifications." An attempted content analysis of data obtained regarding suggested modifications did not yield responses consistent enough for categorization.

Teachers in all but the non-English speaking program were asked to indicate how they felt about the value of the summer school program. Eighty per cent of the 60 teachers in the enriched program and 76 per cent of the 38 teachers in CRMD program selected the most positive option presented--"enthusiastic." Considerably fewer teachers in both the reading and mathematics program (59 per cent)[2] and in the gifted component (55 per cent)[3] were "enthusiastic" about the value of the program. Almost all the teachers in all the components who were not enthusiastic did select the next most positive option, so teachers were unanimously positive about their respective programs.

Finally, of the several items rated by interviewers, one item might be considered to be of more general interst for comparison purposes. Table 60 presents the percentage of children in all but the CRMD[4] component who were rated as deriving "much," "some," or "little or no value" from the summer school experience.

TABLE 60

INTERVIEWER RATINGS OF AMOUNT OF VALUE CHILDREN DERIVED FROM PROGRAMS

	Per Cent of Children Rated As Deriving:		
Program	Very much & much value	Some value	Little or no value
Reading/math-3rd grade	42	25	33
Reading/math-5th grade	41	29	30
Non-English speaking	45	47	08
Enriched	67	23	10
Gifted	71	26	03

---

[2] N = 100

[3] N = 22

[4] CRMD children were not interviewed.

In each of the components, more than two-thirds of the pupils interviewed were rated as having derived at least "some" value from the summer school experience. The most positive ratings were obtained for children in the gifted and enriched programs where more than two-thirds were rated as deriving "very much" or "much" value from the program. The proportion of children in the non-English speaking program making at least "some" improvement was greater than the proportion of pupils so rated in the third- or fifth-grade classes of the reading/mathematics program. Using only the most positive category, however, about the same proportion of non-English speaking pupils were rated as having derived much or very much out of the program as the proportion of pupils so rated in the reading/mathematics program.

The separate evaluations of the component programs were consistently positive. Whether based on the data provided by observers who visited classes, or on the evaluations provided by teachers and administrators, the impression received is of programs with clear objectives, of lessons planned to realize these objectives, and of children responding well to these programs of instruction. There is little doubt that these specialized programs functioned well.

Appendix A

THE LIBRARY PROGRAM

Data used to evaluate the activities and effectiveness of the library program came primarily from 96 librarians representing as many schools, who responded to a questionnaire. Additional data were obtained from teachers as well as from pupils.

A. Background and Training of Librarians

Eighty per cent of the librarians indicated that they had been librarians during the previous school year. Only thirty-one per cent of the librarians, however, indicated that they possessed degrees in library science, the largest majority holding degrees in education (common branches). Forty-eight per cent of the librarians indicated that they had up to 3 years' experience in library science, thirty-five per cent had 4 or more years of experience, and seventeen per cent had no previous experience.

Twenty per cent of the librarians indicated that they had had no orientation session prior to assuming their summer responsibilities. Sixty-four per cent, however, reported one full day of orientation during the course of the program; seventy-seven per cent of the librarians stated that they were visited once by a field supervisor, and twenty-three per cent were visited two or more times.

B. Materials and Facilities

Sixty-eight per cent of the librarians said that special materials and facilities were available to them. Of these, almost all mentioned filmstrips, and two-thirds mentioned records. In general, two-thirds of the librarians felt that the materials and facilities they had available adequately met the needs of the students. Of those indicating that the materials were not adequate, most felt that there simply were not enough materials.

From Table A 1 it is apparent that the activities most often employed were "Recreational Reading," "Independent Browsing by Children," "Story Telling," "Use of audiovisual materials," "Allowing Children to share Reading," "Instructions concerning the Use of the Library," and "talks given on authors, hobbies, and other topics." "Story Telling" was most often rated as being very effective with the children, followed by independent browsing and the use of audiovisual materials. One aspect of the program in which it was hoped there would be greater participation was with the involvement of parents in terms of helping them select books for themselves and for the entire family in the program. This was not, however, obtained and where it was, the librarians were quite evenly split in their opinions of its effectiveness.

Librarians were also asked to indicate their goals for the library program. Of 91 responding eighty per cent of them stated that they believed the goal of the program was to both encourage and improve reading skills, and forty-six per cent indicated that the goal was to provide reading guidance encouragement. Twenty-two per cent mentioned the use of the library, and fifty-five per cent indicated that their goal was to acquaint children with the library. The aspect of the program attempting to involve parents and community was mentioned by only eighteen per cent of the librarians, tending to corroborate the data obtained for ratings of extent of usage and effectiveness mentioned earlier.

C. Activities of Library Program and their Effectiveness as Rated by Librarians

Librarians were asked to indicate the extent to which each of 18 activities was employed during the summer and to indicate how effective each of these activities was. The list of activities was obtained mainly from a list of suggested activities by the coordinator of the program.

Table A 1

Librarians' Evaluation of Usage and Effectiveness

Activity	Very Often or Often	Occasionally	Seldom Never	Very, Effective	Somewhat Ineffective	Not Effective at all
a) Instructions concerning use of library and its facilities	61	33	6	57	43	0
b) Independent Research by children	22	42	36	31	49	20
c) Independent browsing by children	97	3	0	89	11	0
d) Recreational reading	98	2	0	85	15	0
e) "Baby Sitters Club"	9	11	80	9	52	39
f) Story telling	93	7	0	95	4	0
g) Creative dramatics	25	44	31	37	55	8
h) Recitation of poems by children	29	28	53	26	66	8
i) Let children share reading	68	24	3	43	57	0
j) Let children complete stories which you began	27	44	29	21	76	3
k) Pantomiming stories	15	29	56	27	54	19
l) Giving talks on authors, hobbies, and other topics	60	32	8	45	53	2
m) Use of audiovisual materials & graphic arts	77	12	11	86	13	0

n) Use of exhibits	44	24	32	45	47	8
o) Organizing library squads to maintain order	21	10	69	31	38	31
p) Working with art and music teachers	10	13	77	17	40	43
q) Helping parents select books for entire family	13	27	60	38	39	23
r) Helping parents select books for themselves	15	18	67	35	28	37

D. Attitudes Toward, and Involvement In, The Library Program

Librarians were asked how effectively they thought teachers at their school were working in accord with the library program. Almost all (97%) said that teachers were working at least "somewhat effectively" with the program. Ninety-five per cent believed that "most or all" of the teachers were "enthusiastic" about making use of the library, and eighty-six per cent said that all the teachers at their school accompanied their classes to the library.

Of 79 librarians who responded to the question of how effective they believed the library program to have been, fifty-one per cent felt the program was "very effective," forty-nine per cent rated it as "effective," and none believed it to be "ineffective." In contrast to these ratings, only eighteen per cent of 69 teachers from 11 non-sample schools felt that the program was "very effective," seventy-four per cent felt it was "effective," and eight per cent felt it to be "ineffective."

Almost all the librarians (91%) indicated that "all or most" of the classes at their schools took full advantage of the library's facilities, and ninety-nine per cent indicated that "all or most" of the children who visited the library took books out. Perhaps another measure of pupil enthusiasm in the library program was that eighty-seven per cent of the librarians felt that children seemed to be more enthusiastic about the library than when the program began.

During the pupil interviews, children were rated as to the extent of their knowledge about both books and about the library. Fifty-five per cent were rated as having "much" or "very much" knowledge of the library, and thirty-seven per cent as having at least "some" knowledge. These percentages were about the same for interviewer rating for pupils' knowledge of books. Higher percentages were obtained for the extent of interest in and attitude toward the library, where seventy-nine per cent of the third and fifth graders were rated positively. Similarly, seventy-six per cent of the children were rated as holding favorable attitudes toward books. It might be mentioned that these two attitude items drew the highest percentages of children rated positively by interviewers during the individual interview.

E. Librarians' Overall Evaluation

Librarians were asked to comment as to the strengths of the library program and to make suggestions regarding future improvement of the program. Seventy-seven librarians indicated one or more strengths of the program. Of these the strength most often mentioned, by forty-nine per cent was the widening of interest in, and appreciation of books. In addition, about thirty per cent of the librarians also mentioned the informal relaxed atmosphere, the availability of audiovisual materials, and the opportunity to provide individual attention and reading guidance.

Regarding suggestions for improvement, of 54 librarians responding, most mentioned the need for more materials (35%), for more assistance (30%), and more cooperation on the part of the staff (30%). Some mentioned that the books and other materials they had were not appropriate in terms of the reading levels of the children.

More than three-fourths of the librarians stated that they often made use of audiovisual materials and graphic arts, noting that, in general,these were most effective with the children.

Appendix B

ES006

THE CITY COLLEGE
Office of Research and Evaluation Services

Summer School Program for
Elementary School Pupils Summer-1967

We would like to know how you feel about school. Here are some things that some boys and girls feel about school. How do you feel about them? If they are very true for you, CIRCLE the big "YES!" If they are pretty much true for you, but not so very true, circle the little "yes!" If they are mostly NOT true, but a little true, circle the little "no." If they are not true at all, circle the big "NO!"

ME AND MY SCHOOL

	YES!	yes	no	NO!
1. I think I will like being in school this summer.	YES!	yes	no	NO!
2. The things I will learn this summer will help me in school next year.	YES!	yes	no	NO!
3. Someone at home made me come to school this summer	YES!	yes	no	NO!
4. I need to go to school so I can do what I want when I grow up.	YES!	yes	no	NO!
5. I think my teachers will help me this summer.	YES!	yes	no	NO!
6. I would like to be somewhere else this summer.	YES!	yes	no	NO!
7. I would like to go to school for as many years as I can.	YES!	yes	no	NO!
8. I know that if I work hard at school I will get good grades.	YES!	yes	no	NO!
9. I will quit school as soon as I can.	YES!	yes	no	NO!
10. Someone at my other school told me to go to school this summer.	YES!	yes	no	NO!
11. I wish I didn't have to go to school at all.	YES!	yes	no	NO!
12. I like everything about school.	YES!	yes	no	NO!

Name__________________________________ Class________ School________________

B 3

THE CITY COLLEGE
OF
THE CITY UNIVERSITY OF NEW YORK
NEW YORK, N. Y. 10031

THE SCHOOL OF EDUCATION

Office of Research and
Evaluation Services
368-1101

July 20, 1967

Dear

I would first like to take this opportunity to express my gratitude for your cooperation during our reading and arithmetic testing. I sincerely hope you were only minimally inconvenienced and I greatly appreciate your assistance.

We are now in the process of preparing the second step of our evaluation of the Summer Day Elementary Program. This phase will be comprised of observations during the next two weeks in some of the third and fifth grade classes which were previously tested, as well as several classes in the Gifted, Enriched, CRMD and Non-English components. In most instances we will be able to supply you with the specific class and teacher's name. If there are one or two additional classes you feel should be visited because of their quality and contribution to your program, they may also be included. Since we do not want to interfere with your daily school program in any way, I will leave the actual scheduling of the observations within your school to your convenience. My assistant, Valerie Barnes, will contact you at the beginning of next week to arrange an observation date which would be most convenient for your school.

Finally, we are beginning to formulate the schedule for our post-program test measures. We expect to administer these tests during the week of August 7. If there are any days during that week in which we could not test in your school, please indicate these dates below and return this letter to our office. A stamped, self-addressed envelope is enclosed.

If you have any further questions, please feel free to call me at 368-1101.

Sincerely yours,

Norman Shapiro

NS:jl
encl.

Norman Shapiro
Project Director

B 4

THE CITY COLLEGE
Office of Research and Evaluation Services

Summer School Program for
Elementary School Pupils-Summer 1967

INDIVIDUAL LESSON OBSERVATION REPORT

School________________Borough______________Class________Grade________Date___

Teacher's Name__________________________Sex____Approximate Age (Circle) 20-29; 30-39; 40-49; 50+

Length of Observation________________Activities observed__________________

Approximate number of children in class_____________

If this is a joint observation, check here______ and record name of the other observer_____________________. Joint observations should be reported by each observer without consultation.

1. Content of lesson observed:
    1. Reading
    2. Spelling
    3. Arithmetic
    4. Science
    5. Social Studies
    6. Music or Art
    7. Other________________

2. Did you see the entire lesson?
    1. Yes
    2. No, I missed the beginning
    3. No, I missed the end

3. How typical do you think this lesson was of normal functioning in this classroom?
    1. Completely typical
    2. Reasonable approximation
    3. Less than reasonable approximation. Why?____________________________

____

4. Who taught this lesson?
    1. Regular classroom teacher
    2. Substitute teacher
    3. "Cluster" teacher
    4. Special staff. Indicate who:______________________________
    5. More than one member of the staff. Indicate who:________________

5. What amount of planning and organization was evident in this lesson?
    1. Lesson was exceptionally well organized and planned
    2. Lesson was organized and showed evidence of planning
    3. Lesson showed some signs of previous teacher preparation
    4. Lesson showed few or no signs of organization or planning

6. How would you characterize the level of creativity and imagination evidenced in this lesson?

1. Extremely creative
2. Moderately creative
3. Average
4. Somewhat sterotyped
5. Very uncreative and sterotyped

7. If you rated the lesson as "moderately" or "extremely creative" please explain the basis for the rating______________________________

____

____

8. To what extent was the group's creative thinking stimulated?

1. Very much
2. Somewhat
3. Very little
4. Not at all

9. To what extent, and how effectively, were teaching aides utilized?

1. Wide variety used creatively and effectively
2. Wide variety used but not particularly effectively
3. Some used creatively and effectively
4. Some used but not particularly effectively
5. Little or no use of teaching aids

10. To what extent did this lesson lay a foundation for future lessons?

1. Considerable possibilty for continuity
2. Some opportunity for continuity
3. Little or no possibilty of continuity

11. To what extent did this lesson lay a foundation for independent work and thinking?

1. Considerable possibility for independent work
2. Some possibilty for independent work
3. Little or no possibility for independent work

12. How would you rate the lesson you have just seen, considering the quality of instruction?

1. Outstanding
2. Better than average
3. Average
4. Below average
5. Extremely poor

13. What use of the child's background and experiences was evident in this lesson?

1. Consistent opportunities for child to relate lesson to his own experience and/or bring experiences to lesson
2. Some opportunity for child to relate lesson to his experience and use experience in lesson
3. Lesson was remote from child's experience
4. Question not applicable. Explain:______________________________

____

14. How would you rate the lesson you have just seen judging from the children's interest and enthusiasm?

1. Outstanding
2. Better than average
3. Average
4. Below average
5. Extremely poor

15. To what extent did the class seem interested and follow the lesson?

1. Every or almost every child
2. More than half the class
3. About half of the class
4. Less than half the class
5. Few children

16. To what extent did the lesson itself elicit spontaneous questions?

1. Very frequent elicitation of questions
2. Often elicitation of questions
3. Only occassionally elicited questions
4. Rare;y elicited questions
5. No reason for lesson to elicit spontaneous questions

17. In general, when the teacher asked a question, how many hands were raised?

1. Almost all hands were raised
2. Most hands were raised
3. Some hands were raised
4. Few or no hands were raised

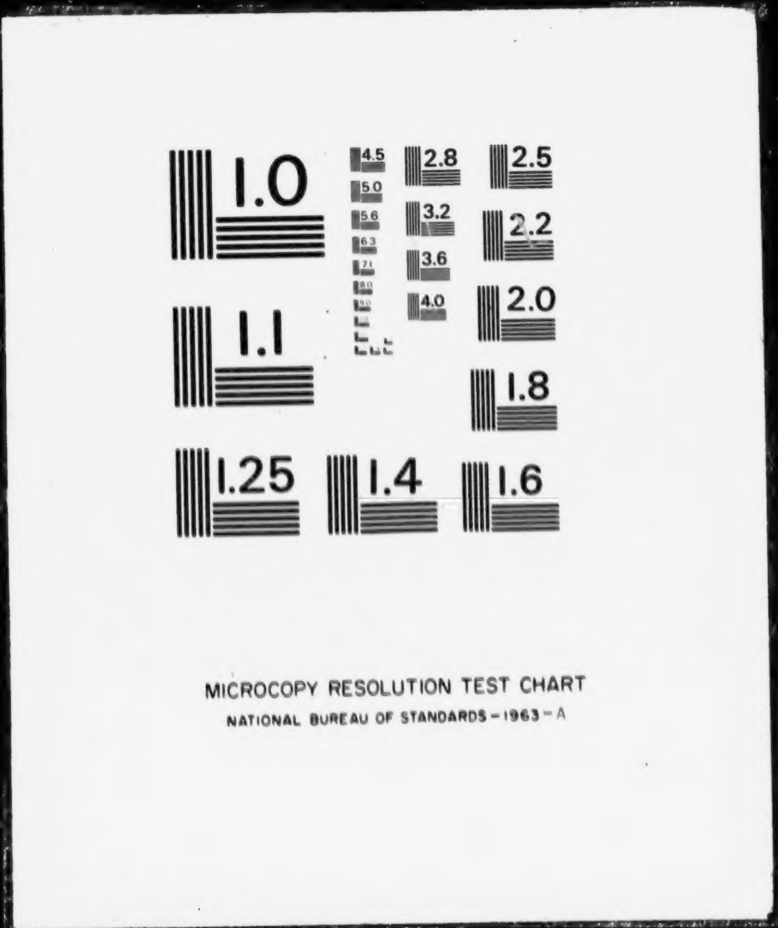
Please explain your rating for question 19:

Go to next page

4 OF 5

ED

034011


1.0
1.1
1.25
1.4
1.6
1.8
2.0
2.2
2.5
2.8
3.2
3.6
4.0
4.5
5.0
5.6
6.3

MICROCOPY RESOLUTION TEST CHART
NATIONAL BUREAU OF STANDARDS-1963-A

18. Rate the characteristics or behaviors exhibited by the teacher or lesson on the five point continuum given below. The end points of the scale (1,5) represent the extremes of the characteristics, whereas 2,3,4 represent greater or lesser degrees of that behavior. If there is no basis for judgment of any characteristic, check the column to the left, NB

NB	**QUALITIES OF TEACHER**						
___	**1. Flexible**	**5**	**4**	**3**	**2**	**1**	**Inflexible**
___	**2.Emphatic**	**5**	**4**	**3**	**2**	**1**	**Disinterested**
___	**3.Responsive**	**5**	**4**	**3**	**2**	**1**	**Aloof**
___	**4.Alert**	**5**	**4**	**3**	**2**	**1**	**Apathetic**
___	**5.High Expectation for children.**	**5**	**4**	**3**	**2**	**1**	**Low expectation for children**
___	**6.Progressive**	**5**	**4**	**3**	**2**	**1**	**Traditional**
___	**7.Committed**	**5**	**4**	**3**	**2**	**1**	**Uncommitted**
___	**8.Integrated personality**	**5**	**4**	**3**	**2**	**1**	**Immature personality**
	QUALITIES OF LESSON						
___	**1.Imaginative**	**5**	**4**	**3**	**2**	**1**	**Routine**
___	**2.Demonstrates knowledge of subject**	**5**	**4**	**3**	**2**	**1**	**Limited knowledge of subject**
___	**3.Steady**	**5**	**4**	**3**	**2**	**1**	**Eratic**
___	**4.Deep**	**5**	**4**	**3**	**2**	**1**	**Superficial**
___	**5.Original**	**5**	**4**	**3**	**2**	**1**	**Sterotyped**
___	**6.Stimulating for children**	**5**	**4**	**3**	**2**	**1**	**Dull for children**
___	**7.Informal**	**5**	**4**	**3**	**2**	**1**	**Formal**
___	**8.Creative**	**5**	**4**	**3**	**2**	**1**	**Uncreative**
___	**9.Clear**	**5**	**4**	**3**	**2**	**1**	**Unclear**
___	**10.Systematic**	**5**	**4**	**3**	**2**	**1**	**Disorganized**

Comments: (More space was allowed on original questionnaire)

QUESTION(S)	RESPONSE(S)
III. WHAT DO YOU DO HERE DURING THE MORNING? (Probes: What else: Do you have reading? Do you have arithmetic? Library work?	(List order given, note effect)
IV. WHAT DO YOU LIKE TO DO BEST? WHAT NEXT BEST?	
V. DO YOU LIKE READING?	
DID YOU LIKE IT AS WELL IN YOUR REGULAR SCHOOL? DID YOU LIKE IT BETTER THERE OR BETTER HERE? HOW COME?	

RATING

4. Child seems to like reading: 1 more now 2 3 same 4 5 less now

* * * * (4)

QUESTION(S)	RESPONSE(S)
VI. HOW ARE YOU DOING IN READING NOW? (DOES IT SEEM HARD?)	
HOW DID YOU DO IN READING LAST YEAR IN YOUR REGULAR SCHOOL? (Was it harder or easier there?) HOW COME)	

RATING

5. In reading, child feels he is doing: 1 much better 2 3 same 4 5 much worse

* * * * (5)

QUESTION(S)	RESPONSE(S)
V. DO YOU LIKE ARITHMETIC?	(ASK ONLY IF CHILD IS NOW RECEIVING INSTRUCTION)
DID YOU LIKE IT AS WELL IN YOUR REGULAR SCHOOL? DO YOU LIKE IT BETTER HERE OR THERE? HOW COME?	

RATING

6. Child seems to like arithmetic:	0 NO INSTRUCTION	1 more now	2	3 same	4	5 less now

*
*
*
*(6)
*

QUESTION(S)	RESPONSE(S)
VII. HOW ARE YOU DOING IN ARITHMETIC NOW?(DOES IT SEEM HARD?)	(ASK ONLY IF CHILD IS NOW RECEIVING INSTRUCTION)
HOW DID YOU DO IN ARITHMETIC LAST YEAR IN YOUR REGULAR SCHOOL? (Was it harder or easier there? How come?)	

RATING

7. In arithmetic, child feels he is doing:	0 NO INSTRUCTION	1 much better	2	3 same	4	5 much worse

*
*
*
*
* (7)
*

QUESTION(S)	RESPONSE(S)
VIII. HOW IS THIS SCHOOL DIFFERENT FROM YOUR OTHER SCHOOL? (How is it like your other school? Is the teacher the same? or different? How?	
WHICH SCHOOL DO YOU LIKE THE BEST?	

RATING

8. Child seems to like this school:	1	2	3	4	5

*
*
*
* (8)

QUESTION(S)	RESPONSE(S)	
IX. IF YOU COULD CHOOSE A BOOK, IS THERE ANY BOOK YOU WOULD LIKE TO HAVE? (which book?) What others?		
PEOPLE READ BOOKS FOR DIFFERENT REASONS. WHY WOULD YOU READ A BOOK?		
WHAT ARE SOME REASONS PEOPLE READ BOOKS?		
IF YOU WANTED A BOOK WHERE COULD YOU GET IT? (Probe: Where else? If child mentions adult, where would adult go to get it?)	Mention of library?	Y N
X. THERE ARE A LOT OF REASONS WHY SOME CHILDREN DON'T LIKE TO GO TO THE LIBRARY? WHAT ARE THEY?		
DO YOU LIKE TO GO TO THE LIBRARY? WHY OR WHY NOT? (Probe: Do you know how to use the library?)		
RATINGS		*
9. Extent of knowledge about library:	1 2 3 4 5 very much some none	* * * * * (9)
10. Extent of interest and attitude toward library:	1 2 3 4 5 Likes neutral Dislikes	* * * * * (10)
11. Extent of knowledge about books:	1 2 3 4 5 very much some none	* * * (11)
12. Extent of interest and attitude toward books:	1 2 3 4 5 Likes neutral Dislikes	* * * * (12)
XI. HOW DO YOU FEEL ABOUT GOING BACK TO YOUR REGULAR SCHOOL NEXT YEAR? ARE YOU LOOKING FORWARD TO GOING BACK? WHY IS THAT?		

RATINGS

13. Attitude toward regular school:	1 positive	2	3	4	5 negative	* * *(13)
14. Attitude toward returning in Fall:	1 Enthusiastic	2	3	4	5 Apathetic	* * *(14)

QUESTION(S)	RESPONSE(S)
XII. HOW DO YOU THINK YOU WILL DO IN YOUR SCHOOL WORK WHEN YOU GO BACK TO YOUR REGULAR SCHOOL IN THE FALL? HOW WILL YOU DO IN READING? IN ARITHMETIC? WHY IS THAT?	

RATINGS

15. Achievement Expectancy in Reading:	1 Very High	2	3	4	5 Very Low	* * *(15) *
16. Achievement Expectancy in Arithmetic:	1 Very High	2	3	4	5 Very Low	* * *(16) *

XIII. ALL CHILDREN GO TO SCHOOL. SOMETIMES THEY LIKE IT AND SOMETIMES THEY DON'T. WOULD YOU SAY THAT RIGHT NOW YOU ARE WITH THOSE CHILDREN THAT LIKE IT OR THOSE WHO DON'T?	
DO YOU USUALLY FEEL THAT WAY?	
CHILDREN GO TO SCHOOL FOR DIFFERENT REASONS? WHY DO YOU GO TO SCHOOL?(WHY ELSE?)	
WOULD YOU GO TO SCHOOL IF YOU DIDN'T HAVE TO?	

RATINGS

17. Attitude toward school:	1 positive	2	3	4	5 negative	* * *(17)

XIV. DO YOU LIKE THIS SCHOOL? WOULD YOU COME BACK NEXT SUMMER? IF YOU COULD CHANGE SOMETHING ABOUT THIS SCHOOL WHAT WOULD IT BE?	

(cont') QUESTION(S)	RESPONSE(S)
WHAT CHANGES WOULD YOU MAKE FOR NEXT SUMMER?	

RATING

	1	2	3	4	5	
18. Child's attitude toward summer school:	1 positive	2	3	4	5 negative	* * * (18)

QUESTION(S)	RESPONSE(S)
XV. DO YOU HAVE ANY IDEA WHAT YOU WANT TO BE OR DO WHEN YOU GROW UP? WHAT IS IT? (Probe: Anything else: If not, JUST PICK SOMETHING YOU MIGHT LIKE.)	
WHY DO YOU WANT TO BE THAT?	
WHAT DO YOU HAVE TO DO SO YOU CAN REALLY GET TO BE THAT? WHAT ELSE?	
WHAT DO YOU THINK YOU WILL BE WHEN YOU GROW UP? (If different from what wants to be ask why the two are different.)	

RATING

	1	2	3	4	5	
19. Level of Educational Aspiration:	1 very high	2	3 aver-age	4	5 very low	* * *(19) * *
20. Certainty of Achieving Aspiration:	1 very sure	2	3	4	5 Very Unsure	* * *(20) *

END OF INTERVIEW: THANK CHILD AND RETURN HIM TO HIS CLASS.

COMMENTS

21.	To what extent do you feel the summer experience has been valuable for this child?........................	1 Very Valuable	2	3 Some Value	4	5 No Value

Explain your answer to item 21 above. Indicate how and why or why not.

ANY OTHER COMMENTS:

THE CITY COLLEGE
OF
THE CITY UNIVERSITY OF NEW YORK
NEW YORK, N. Y. 10031

THE SCHOOL OF EDUCATION

Office of Research and
Evaluation Services
862-7002

July 3, 1967

Dear

I am writing at the suggestion of Dr. Max Meiselman to advise you that the evaluation of the Summer School Programs for Elementary School Pupils funded under the provisions of the Elementary and Secondary Education Act (Title I), will be carried out by the City College Office of Research and Evaluation Services.

We will, from time to time, be asking you and members of your staff to express your attitudes, expectations and evaluations of the summer program from interviews and through questionnaires. Your statements will be held in strictest confidence and to assure the anonymity of your opinions final evaluations will be made only in terms of the group of principals as a whole.

As a first step, we are asking you to please fill out both the "Registration and Census Form" and the "Attitude Questionnaire" which are enclosed. Since our final report to the Board of Education is due by the end of September, we must set tight deadlines for the return of each of our instruments. Therefore, we must ask your cooperation in returning the enclosed questionnaires by no later than July 15.

If you have questions about our study or any instruments please feel free to call the Project Director, Mr. Norman Shapiro at 862-7002.

Wishing you a productive summer I remain,

Sincerely yours,

David J Fox

David J. Fox, Associate Professor
Director, Office of Research and
Evaluation Services

Norman Shapiro
Project Director

DJF:jl
encl.

THE CITY COLLEGE
Office of Research and Evaluation Services

Summer School Program for
Elementary School Pupils Summer-1967

Questionnaire to Principals

Name of school___________________________Borough__________Date_______

Name____

What did you do before becoming principal here?

At what school?__________________________

Location of school________________________

For how long_____________________________

Please answer the following questions in terms of the Reading/Arithmetic program only.

1. What are your major goals for this summer elementary school program? (Use additional space on other side of page.)

2. Do you have any plans to involve or inform parents about the program? (circle one)

   a) Yes
   b) No
   c) Not certain at this point.

   If yes, how?

   When?

3. The following are a list of problems which could occur this summer. To what extent do you anticipate each will be a problem. Indicate your response by circling either 1) no problem; 2) minor problem; 3) moderate problem; 4) major problem or 0) not relevant.

	No problem	Minor problem	Moderate problem	Major problem	Not relevant
a) Attendance	1	2	3	4	0
b) Attrition of students	1	2	3	4	0
c) Attrition of staff	1	2	3	4	0
d) Sufficient supplies	1	2	3	4	0
e) Parental involvement and participation	1	2	3	4	0
f) Student involvement and participation	1	2	3	4	0
g) Discipline	1	2	3	4	0
h) Behavior	1	2	3	4	0
i) Maintaining quality of program	1	2	3	4	0
j) Completion of desired material	1	2	3	4	0
k) List below any other problems you consider to be of possible importance:					
______________________		2	3	4	
______________________		2	3	4	
______________________		2	3	4	

4. How much progress do you expect the average child to make in reading achievement during the summer? (circle one)

a) None
b) 1-2 months
c) 3-4 months
d) 5-6 months
e) If more than 6 months, indicate approximate progress expected____________.
f) Not relevant for me

5. How much progress do you expect the average child to make in arithmetic this summer? (circle one)

a) None
b) 1-2 months
c) 3-4 months
d) 5-6 months
e) If more than 6 months, indicate approximate progress expected_________
f) Not relevant for me

6. The project proposal lists the following areas as possible objectives of the summer program. Circle the approximate number of children you expect will make noticeable progress in these areas. Indicate your response by circling either 1) if you expect few or no children to make noticeable progress in any given area; 2) if you expect some children (about 25%) to make noticeable progress; 3) if you expect about half of the children to make noticeable progress; 4) if you expect most children (about 75%) to make noticeable progress; 5) if you expect all children to make noticeable progress. Again, 0) if not relevant.

	Few or no children	Some children (about 25%)	Half of the children	Most children (about 75%)	All children	Not relevant
a) English as a second language	1	2	3	4	5	0
b) Art	1	2	3	4	5	0
c) Music	1	2	3	4	5	0
d) Science	1	2	3	4	5	0
e) Social Studies	1	2	3	4	5	0
f) Emotional development	1	2	3	4	5	0
g) Personality growth	1	2	3	4	5	0
h) Positive attitudes towards school and education	1	2	3	4	5	0
i) Rise in children's educational aspirational level	1	2	3	4	5	0
j) Rise in children's expectation of success in the next school year	1	2	3	4	5	0
k) Improvement of children's average daily attendance in the next school year	1	2	3	4	5	0
l) List below any other areas in which your children could make noticeable progress:						
____________		2	3	4	5	
____________		2	3	4	5	
____________		2	3	4	5	

7. At this point, how do you feel about the value of the summer school program?

   a) Enthusiastic
   b) Positive, but not enthusiastic
   c) Slightly positive
   d) Slightly negative
   e) Strongly negative
   Why?

8. How well do you think the children who attend this program will do in academic performance next Fall compared to comparable non-attenders? (circle one)

   a) Children who attend will not do as well as comparable non-attenders.
   b) Children who attend will do as well as comparable non-attenders.
   c) Children who attend will do better than comparable non-attenders.

9. How well do you think the children who attend this program will do in other skill areas next Fall compared to comparable non-attenders? (circle one)

   a) Children who attend will not do as well as comparable non-attenders.
   b) Children who attend will do as well as comparable non-attenders.
   c) Children who attend will do better than comparable non-attenders.

10. How well do you think the children who attend this program will do in average daily attendance next Fall compared to comparable non-attenders? (circle one)

    a) Children who attend will not do as well as comparable non-attenders.
    b) Children who attend will do as well as comparable non-attenders.
    c) Children who attend will do better than comparable non-attenders.

11. Compared with comparable non-attenders, do you think the attitudes towards school and education of the children who attend this program will be: (circle one)

    a) less positive than comparable non-attenders

    b) the same as comparable non-attenders

    c) more positive than comparable non-attenders

12. Compared with comparable non-attenders, do you think the educational aspirational levels of the children who attend this program will be: (circle one)

    a) lower than comparable non-attenders

    b) the same as comparable non-attenders

    c) higher than comparable non-attenders

THE CITY COLLEGE
OF
THE CITY UNIVERSITY OF NEW YORK
NEW YORK, N. Y. 10031

THE SCHOOL OF EDUCATION

Office of Research and
Evaluation Services
368-1101

August 9, 1967

Dear Principal:

Once again we must ask for your assistance in providing us with final evaluative information regarding the SDES program. This information is vital for the successful implementation of future SDES programs.

Let us reassure you that your opinions will be kept strictly confidential. Because of the deadlines imposed upon us by the Board of Education we would appreciate receiving your completed questionnaire by no later than August 20.

The members of our research staff will be preparing summaries of these data obtained from the one-hundred and twenty five principals. If you would like a copy of this summary please print your name and mailing address below and enclose with your completed questionnaire.

Thank you for your cooperation.

Sincerely yours,
Norman P. Shapiro
Norman P. Shapiro
Project Director

- -

Name ____________________
Address __________________
____

POST

THE CITY COLLEGE
Office of Research and Evaluation Services

Summer School Program for
Elementary School Pupils Summer-1967

Questionnaire to Principals

Name of School______________________________ Borough____________ Date____________

Name____

PLEASE ANSWER QUESTIONS AS THEY RELATE TO THE READING AND ARITHMETIC PROGRAM ONLY. CIRCLE YOUR RESPONSE WHERE APPROPRIATE.

ORGANIZATION & ATTENDANCE

1. By what date was registration and class organization stabilized?

(N.B. Questions 2, 3, 4 may be answered in terms of approximate number of children. If approximate figures are not available, indicate this by writing "N.A.")

2. About how many children pre-registered for the reading/arithmetic program at your school?____________

3. Of the children who pre-registered about how many are currently attending?

4. About how many children attended who did not pre-register?____________

STRENGTHS & WEAKNESSES

5. What, in your opinion, were the major strengths or effective aspects of the summer school reading and arithmetic program?

6. What, in your opinion, were the major weaknesses or ineffective aspects of the summer school reading and arithmetic program?

7. What recommendations would you make for improved implementations of the summer school reading and arithmetic next summer.

STAFF

8. Indicate the approximate percentage of your teachers you feel are:

1. Superior ______________%

2. Above average ___________%

3. Average _______________%

4. Below average ___________%

5. Unsatisfactory __________%

9. How frequently did time permit staff conferences to be conducted?

1. More than once a week
2. Once a week
3. Occasionally
4. Rarely
5. Not at all

10. In your opinion, how many of the teachers on your staff are specialists in the following areas:

Area	Number
1. Both reading and math	____
2. Only reading	____
3. Only math	____

11. On the basis of your observations, how would you rate the quality of instruction provided at your school?

1. Outstanding
2. Better than average
3. Average
4. Below average
5. Extremely poor
6. No opportunity to observe

12. How would you compare the teachers you have this summer to those who teach in your school during the regular school year?

1. Superior to regular teachers
2. About the same as regular teachers
3. Less able than regular teachers
4. Unable to ascertain

13. How many teachers dropped out during the summer?________
Why?

14. What recommendations regarding salary, recruitment, pre-service or in-service training can you make to improve the summer staff for next year?

MATERIALS & FACILITIES

15. a). Do you feel that the materials available adequately met the needs of the children?

1. Yes 2. No

b). If no, explain how materials were deficient and what you were able to do about it?

16. a). Were you permitted to make use of all the materials and facilities at the school?

1. Yes 2. No

b). If no, which materials or facilities were you unable to use and why were you unable to use them? (if necessary, use reverse side of this sheet)

17. The project proposal lists the following areas as possible objectives of the summer program. Circle the approximate number of children you believe have made noticeable progress. Indicate your response by circling either: 1) if you think few or no children made noticeable progress in any given area; 2) if you think some children made noticeable progress (about 25%); 3) if you think about half of the children made noticeable progress; 4) if you think most children (about 75%) made noticeable progress; 5) if you think all children made noticeable progress. Again, 0) if not relevant.

	Few or no children	Some children (about 25%)	Half of the children	Most children (about 75%)	All children	Not relevant
a) English as a second language	1	2	3	4	5	0
b) Art	1	2	3	4	5	0
c) Music	1	2	3	4	5	0
d) Science	1	2	3	4	5	0
e) Social Studies	1	2	3	4	5	0
f) Emotional development	1	2	3	4	5	0
g) Personal growth	1	2	3	4	5	0
h) Positive attitudes towards school and education	1	2	3	4	5	0
i) Rise in children's educational aspirational level	1	2	3	4	5	0
j) Rise in children's expectation of success in the next school year	1	2	3	4	5	0
k) Improvement of children's average daily attendence in the next school year	1	2	3	4	5	0
l) List below any other areas in which your children could have made noticeable progress:						
______________________		2	3	4	5	
______________________		2	3	4	5	
______________________		2	3	4	5	
______________________		2	3	4	5	

STUDENT

18. How much progress do you think the average child made in reading achievement during the summer? (circle one)
    a) None
    b) 1-2 months
    c) 3-4 months
    d) 5-6 months
    e) If more than 6 months, indicate approximate progress made__________
    f) Not relevant for me

19. How much progress do you think the average child made in arithmetic this summer? (circle one)
    - a) None
    - b) 1-2 months
    - c) 3-4 months
    - d) 5-6 months
    - e) If more than 6 months, indicate approximate progress made__________
    - f) Not relevant for me

20. The following are a list of problems which might have occured this summer. To what extent do you feel they did occur? Indicate your response by circling either: 1) no problem; 2) minor problem; 3) moderate problem; 4) mejor problem; or 0) not relevant.

	No problem	Minor problem	Moderate problem	Major problem	Not relevant
a) Attendence	1	2	3	4	0
b) Attrition of students	1	2	3	4	0
c) Attrition of staff	1	2	3	4	0
d) Sufficient supplies	1	2	3	4	0
e) Parental involvement and participation	1	2	3	4	0
f) Student involvement and participation	1	2	3	4	0
g) Discipline	1	2	3	4	0
h) Behavior	1	2	3	4	0
i) Maintaining quality of program	1	2	3	4	0
j) Completion of desired material	1	2	3	4	0
k) Sufficient time for teacher orientation	1	2	3	4	0
l) Sufficient time for organizing the program	1	2	3	4	0
List below any other problems you consider to be of possible importance:					
____________________		2	3	4	
____________________		2	3	4	
____________________		2	3	4	

21. In what ways has the shortening of your working day affected your effectiveness?

PROGRESS & INVOLVEMENT

22. Will progress reports on the children be sent to their parents?

1. Yes　　2. No

23. Will progress reports on the children be sent to the home school?

1. Yes　　2. No

24. About how many parents served in the following capacities at your school?

	# Parents	Major Responsibilities
A. School Aides		
B. Lunch Aides		
C. Volunteers		
D. Other		

25. Now that the summer session terminating, how do you feel about the value of the summer school program? (circle one)

a) Enthusiastic
b) Positive, but not enthusiastic
c) Slightly positive
d) Slightly negative
e) Strongly negative
Why?

26. List below are several of the components in the 1967 Summer Day Elementary School Program. For each of the five criteria listed on the left, please indicate your evaluation of each component which you had in your school. Please circle the number which best reflects your opinion of that component.

	CRMD	ENRICHMENT	NON-ENGLISH	GIFTED	ED. AIDES
1. Effectiveness of Curriculum					
Outstanding	1	1	1	1	—
Above average	2	2	2	2	—
Average	3	3	3	3	—
Below average	4	4	4	4	—
Very poor	5	5	5	5	—
Doesn't apply in my school	6	6	6	6	—
2. Effectiveness of Staff					
Outstanding	1	1	1	1	1
Above average	2	2	2	2	2
Average	3	3	3	3	3
Below average	4	4	4	4	4
Very poor	5	5	5	5	5
Doesn't apply in my school	6	6	6	6	6
3. Selection of Participants					
Very well selected	1	1	1	1	1
Well selected	2	2	2	2	2
Average selection	3	3	3	3	3
Poorly selected	4	4	4	4	4
Very poorly selected	5	5	5	5	5
4. Value of component in summer session					
Very valuable	1	1	1	1	1
Valuable	2	2	2	2	2
Of unlimited value	3	3	3	3	3
Of no value	4	4	4	4	4
Doesn't apply in my school	5	5	5	5	5
5. Would you suggest this component be included next year?					
Yes, as it is	1	1	1	1	1
Yes, with modifications	2	2	2	2	2
No	3	3	3	3	3

If with modifications, or no please explain: (if necessary, use reverse side of this sheet)

THE CITY COLLEGE
OF
THE CITY UNIVERSITY OF NEW YORK
NEW YORK, N. Y. 10031

THE SCHOOL OF EDUCATION

Office of Research and
Evaluation Services
862-7002

July 6, 1967

Dear Teacher:

The evaluation of the Summer School Programs for Elementary School Pupils funded under the provisions of the Elementary and Secondary Education Act (Title I) will be carried out by The City College Office of Research and Evaluation Services.

Our evaluation of the summer program will consist both of data obtained from the children, and information from teachers and administrators directly involved in the program.

We will, from time to time, be asking you to express your attitudes, expectations and evaluations of the summer program. Your statements will be held in strictest confidence and to assure the anonymity of your opinions, final evaluations will be made only in terms of the group of teachers as a whole. Moreover, in our reports no findings will be identified with a specific school.

As a first step we are enclosing a "Teacher Questionnaire" which we would like you to complete. Since our final report to the Board of Education is due by the end of September, we must set tight deadlines for the return of each of our instruments. Therefore, we ask your cooperation in returning the enclosed questionnaire no later than July 20. A stamped, self addressed envelope is enclosed for your convenience.

If you have any questions about our study or any instruments, please feel free to call the Project Director, Mr. Norman Shapiro at 862-7002.

Wishing you a productive summer, I remain

Sincerely yours,

David J Fox

David J. Fox, Associate Professor
Director, Office of Research and
Evaluation Services
Norman Shapiro
Project Director

DJF:jl
encl.

ES007

THE CITY COLLEGE
Office of Research and Evaluation Services

Summer School Program for
Elementary School Pupils-Summer 1967

Teacher Questionnaire

Name of School__________________________ Borough__________Date________

Teacher's name___________________________________

What subject(s) and grade(s) are you teaching in this program?

What subject(s) and grade(s) did you teach before this program?

For how long?

Have you taught children from similiar backgrounds before? Yes No (circle one)

If yes, where?

For how long?

Did you attend any training or orientation program for this project? Yes No

In what area(s) and grade(s) do you have your license(s)?

Please answer the following questions in terms of the subject(s) you are teaching.

1. What are your major goals for this summer elementary school program? (Use additional space on other side of page)

2. Do you have any plans to involve or inform parents about the program? (circle one)

   a) Yes
   b) No
   c) Not certain at this point

   If yes, how?

   When?

3. The following are a list of problems which could occur this summer. To what extent do you anticipate each will be a problem. Indicate your response by circling either 1) no problem; 2) minor problem; 3) moderate problem; 4) major problem or 0) not relevant.

	No problem	Minor problem	Moderate problem	Major problem	Not relevant
a) Attendance	1	2	3	4	0
b) Attrition of students	1	2	3	4	0
c) Attrition of staff	1	2	3	4	0
d) Sufficient supplies	1	2	3	4	0
e) Parental involvement and participation	1	2	3	4	0
f) Student involvement and participation	1	2	3	4	0
g) Discipline	1	2	3	4	0
h) Behavior	1	2	3	4	0
i) Maintaining quality of program	1	2	3	4	0
j) Completion of desired material	1	2	3	4	0
k) List below any other problems you consider to be of possible importance:					
______________________________		2	3	4	
______________________________		2	3	4	
______________________________		2	3	4	

4. How much progress do you expect the average child to make in reading achievement during the summer? (circle one)

a) None
b) 1-2 months
c) 3-4 months
d) 5-6 months
e) If more than 6 months, indicate approximate progress expected______________
f) Not relevant for me

5. How much progress do you expect the average child to make in arithmetic this summer? (circle one)

a) None
b) 1-2 months
c) 3-4 months
d) 5-6 months
e) If more than 6 months, indicate approximate progress expected__________
f) Not relevant for me

6. The project proposal lists the following areas as possible objectives of the summer program. Circle the approximate number of children you expect will make noticeable progress in these areas. Indicate your response by circling either 1) if you expect few or no children to make noticeable progress in any given area; 2) if you expect some children (about 25%) to make noticeable progress; 3) if you expect about half of the children to make noticeable progress; 4) if you expect most children (about 75%) to make noticeable progress; 5) if you expect all children to make noticeable progress. Again, 0) if not relevant.

	Few or no children	Some children (about 25%)	Half of the children	Most children (about 75%)	All children	Not relevant
a) English as a second language	1	2	3	4	5	0
b) Art	1	2	3	4	5	0
c) Music	1	2	3	4	5	0
d) Science	1	2	3	4	5	0
e) Social Studies	1	2	3	4	5	0
f) Emotional development	1	2	3	4	5	0
g) Personality growth	1	2	3	4	5	0
h) Positive attitudes towards school and education	1	2	3	4	5	0
i) Rise in children's educational aspirational level	1	2	3	4	5	0
j) Rise in children's expectation of success in the next school year	1	2	3	4	5	0
k) Improvement of children's average daily attendance in the next school year	1	2	3	4	5	0
l) List below any other areas in which your children could make noticeable progress:						
____________		2	3	4	5	
____________		2	3	4	5	
____________		2	3	4	5	

7. At this point, how do you feel about the value of the summer school program?

   a) Enthusiastic
   b) Positive, but not enthusiastic
   c) Slightly positive
   d) Slightly negative
   e) Strongly negative
   Why?

8. How well do you think the children who attend this program will do in academic performance next Fall compared to comparable non-attenders? (circle one)

   a) Children who attend will not do as well as comparable non-attenders.
   b) Children who attend will do as well as comparable non-attenders.
   c) Children who attend will do better than comparable non-attenders.

9. How well do you think the children who attend this program will do in other skill areas next Fall compared to comparable non-attenders? (circle one)

   a) Children who attend will not do as well as comparable non-attenders.
   b) Children who attend will do as well as comparable non-attenders.
   c) Children who attend will do better than comparable non-attenders.

10. How well do you think the children who attend this program will do in average daily attendance next Fall compared to comparable non-attenders? (circle one)

   a) Children who attend will not do as well as comparable non-attenders.
   b) Children who attend will do as well as comparable non-attenders.
   c) Children who attend will do better than comparable non-attenders.

11. Compared with comparable non-attenders, do you think the attitudes towards school and education of the children who attend this program will be: (circle one)

   a) less positive than comparable non-attenders

   b) the same as comparable non-attenders

   c) more positive than comparable non-attenders

12. Compared with comparable non-attenders, do you think the educational aspirational levels of the children who attend this program will be: (circle one)

   a) lower than comparable non-attenders

   b) the same as comparable non-attenders

   c) higher than comparable non-attenders

13. Indicate the general level at which you consider your class to be at this time in each of the following areas. Circle 1 if you consider your class to be below average for their age and grade; 2 if you consider your class to be average for their age and grade or 3 if you consider your class to be above average for their age and grade.

	Below Average	Average	Above Average
a) Educational Aspirations	1	2	3
b) Positive attitudes towards school and education	1	2	3
c) Degree of expectation of success in school	1	2	3
d) Degree of motivation towards learning	1	2	3
e) Level of interest in school work	1	2	3

THE CITY COLLEGE
Office of Research and Evaluation Services

Summer School Program for
Elementary School Pupils Summer-1967

Name of Teacher______________________________

School_______________________ Location______________________

Class__________ Class Size__________ No. of children taking test______________

Please indicate the approximate percentage of your class who are receiving only reading or arithmetic instruction:

__________% Reading

__________% Arithmetic

If some of your children are receiving both reading and additional arithmetic instruction, list their names below and the amount of such instruction per child. Thank you.

B 35

THE CITY COLLEGE
OF
THE CITY UNIVERSITY OF NEW YORK
NEW YORK, N. Y. 10031

THE SCHOOL OF EDUCATION

Office of Research and
Evaluation Services
368-1101

August 8, 1967

Dear Teacher,

Thank you for your prompt return of the last questionnaire we sent you. The high rate of response was indeed impressive.

Once again we must ask for your assistance in providing us with final evaluative information regarding the SDES program. This information is vital for the successful implementation of any future SDES programs.

Let us reassure you that your opinions will be kept strictly confidential. Because of the deadlines imposed upon us by the Board of Education we would appreciate receiving your completed questionnaires no later than August 20.

The members of our research staff will be preparing summaries of the data obtained from teachers in the Reading and Arithmetic program. If you would like a copy of this summary please print your name and address below and enclose it with your completed questionnaire.

Thanking you for your assistance, I remain

Very truly yours,

Norman P. Shapiro

Norman P. Shapiro
Project Director

Name ____________

Address ____________

____

R & A

ES007/POST

THE CITY COLLEGE
Office of Research and Evaluation Services

Summer School Program for
Elementary School Pupils-Summer 1967

Teacher Questionnaire

Name of School____________________Borough__________Date__________

Teacher's name__________________________Grade teaching__________

Please answer the following questions in terms of the subject(s) you are teaching.

1. Did you involve or inform parents about the program? (circle one)
   a. Yes
   b. No
   If yes, how?

   When?

2. The following are a list of problems which might have occured this summer. To what extent did they present problems? Indicate your response by circling either 1) no problem; 2) minor problem 3) moderate problem; 4) major problem or 0) not relevat.

	No Problem	Minor Problem	Moderate Problem	Major Problem	Not Relevant
a) Attendance	1	2	3	4	0
b) Attrition of students	1	2	3	4	0
c) Attrition of staff	1	2	3	4	0
d) Sufficient supplies	1	2	3	4	0
e) Parental involvement and participation	1	2	3	4	0
f) Student involvement and participation	1	2	3	4	0
g) Discipline	1	2	3	4	0
h) Behavior	1	2	3	4	0
i) Maintaining quality of program	1	2	3	4	0
j) Completion of desired material	1	2	3	4	0

2. continued

k) List below any other problems you encountered:

____________________ 2 3 4

____________________ 2 3 4

____________________ 2 3 4

3. How much progress do you think that the average child made in reading achievement during the summer? (circle one)
   - a) None
   - b) 1-2 months
   - c) 3-4 months
   - d) 5-6 months
   - e) If more than 6 months, indicate approximate progress achieved______
   - f) Not relevant for me

4. How much progress do you think that the average child made in arithmetic this summer? (circle one)
   - a) None
   - b) 1-2 months
   - c) 3-4 months
   - d) 5-6 months
   - e) If more than 6 months, indicate approximate progress achieved______
   - f) Not relevant for me

5. The project proposal list the following areas as possible objectives of the summer program. Circle the approximate number of children who made noticeable progress in these areas. Indicate your response by circling either 1) if few or no children made noticeable progress in any given area; 2) if some children (about 25%) made noticeable progress; 3) if about half of the children made noticeable progress; 4) if most children (about 75%) made noticeable progress; 5) if all children made noticeable progress. Again, 0) if not relevant.

	Few or no children	Some children (about 25%)	Half of the children	Most children (About 75%)	All children	Not relevant
a) English as a second language	1	2	3	4	5	0
b) Art	1	2	3	4	5	0
c) Music	1	2	3	4	5	0
d) Science	1	2	3	4	5	0
e) Social Studies	1	2	3	4	5	0
f) Emotional development	1	2	3	4	5	0

5. continued	Few or no children	Some children (about 25%)	Half of the children	Most children (About 75%)	All children	Not Relevant
g) Personality growth	1	2	3	4	5	0
h) Positive attitudes towards school and education	1	2	3	4	5	0
i) Rise in children's educational aspiration level	1	2	3	4	5	0
j) Rise in children's expectation of success in the next school year	1	2	3	4	5	0
k) Improvement of children's average daily attendance in the next school year	1	2	3	4	5	0
l) List below any other areas in which your children made noticeable progress:						
____________________		2	3	4	5	
____________________		2	3	4	5	
____________________		2	3	4	5	

6. How do you feel about the value of the summer school program?
   a) Enthusiastic
   b) Positive, but not enthusiastic
   c) Slightly positive
   d) Slightly negative
   e) Strongly negative
   Why?

7. How well do you think the children who attended this program will do in academic performance next Fall compared to comparable non-attenders? (Circle one)
   a) Children who attended will not do as well as comparable non-attenders.
   b) Children who attended will do as well as comparable non-attenders.
   c) Children who attended will do better than comparable non-attenders.

8. How well do you think the children who attended this program will do in other skill areas next Fall compared to comparable non-attenders? (circle one)
    a) Children who attended will not do as well as comparable non-attenders.
    b) Children who attended will do as well as comparable non-attenders.
    c) Children who attended will do better than comparable non-attenders.

9. How well do you think the children who attended this program will do in average daily attendance next Fall compared to comparable non-attenders? (circle one).
    a) Children who attended will not do as well as comparable non-attenders.
    b) Children who attended will do as well as comparable non-attenders.
    c) Children who attended will do better than comparable non-attenders.

10. Compared with comparable non-attenders, do you think the attitudes towards school and education of the children who attended this program are: (circle one)
    a) Less positive than comparable non-attenders.
    b) The same as comparable non-attenders.
    c) More positive than comparable non-attenders

11. Compared with comparable non-attenders, do you think the educational aspirational levels of the children who attended this program are: (circle one)
    a) Lower than comparable non-attenders
    b) The same as comparable non-attenders
    c) Higher than comparable non-attenders

12. Indicate the general level at which you consider your class to be at this time in each of the following areas. Circle 1 if you consider your class to be below average for their age and grade; 2 if you consider your class to be average for their age and grade or 3 if you consider your class to be above average for their age and grade.

	Below Average	Average	Above Average
a) Educational Aspirations	1	2	3
b) Positive attitudes towards school and education	1	2	3
c) Degree of expectation of success in school	1	2	3
d) Degree of motivation towards learning	1	2	3
e) Level of interest in school work	1	2	3

13. Please make any additional comments or recommendations relative to the summer school library program that you feel are relevant.

14. What do you feel are the strengths of the summer school program? (if additional space is necessary for questions 14,15 and 16 please use the back of this sheet)

15. What do you feel are the weaknesses of the summer school program?

16. What are your suggestions regarding the structure of the summer school program for the future and how can it be improved?

B 41

THE CITY COLLEGE
OF
THE CITY UNIVERSITY OF NEW YORK
NEW YORK, N. Y. 10031

THE SCHOOL OF EDUCATION

Office of Research and
Evaluation Services
368-1101

August 9, 1967

Dear Teacher:

The evaluation of the Summer School Programs for Elementary School Pupils is being carried out by the City College Office of Research and Evaluation Services.

Our evaluation of the summer program consists both of data obtained from the children as well as information from teachers and administrators directly involved in the program.

We are asking all the teachers involved in this program to complete the enclosed "Teacher Questionnaire". Your statements will be held in strictest confidence and to assure anonymity of your opinions, final evaluations will be made only in terms of the group of teachers as a whole. Moreover, in our reports no findings will be identified with a specific school.

We are asking your cooperation in returning the questionnaire no later than August 22. Since our final report to the Board of Education is due by the end of September, we must set tight deadlines for the return of each of our instruments.

If you have any questions concerning our study or instruments, please feel free to call the Project Director, Mr. Norman Shapiro at 368-1101.

Thank you for your cooperation.

Sincerely yours,
Norman P. Shapiro
Norman P. Shapiro

P.S. If you are interested in obtaining a copy of our summary of the way in which the teachers as a group, responded to this questionnaire, please fill out your name and mailing address below, detach, and return with the completed questionnaire.

Name ____________
Address ____________
____
____

NSTQ

ES007/POST

THE CITY COLLEGE
Office of Research and Evaluation

Summer School Program for
Elementary School Pupils Summer 1967

Teacher Questionnaire

Name of School____________________ Borough__________ Date__________

Teacher's name______________________________ Grade teaching________

Please answer the following questions in terms of the subject(s) you are teaching.

1. About what percent of the average school day was devoted to instruction in Reading and Language Arts______%

2. About what percent of the average school day was devoted to instruction in Mathematics ______%

3. Please indicate other activities or instruction and the approximate percent of the school day devoted to each.

Other

1.____________________ ____%

2.____________________ ____%

3.____________________ ____%

4.____________________ ____%

4. Do you feel that the library program was:
    a) Extremely effective
    b) Effective
    c) Moderately effective
    d) Slightly ineffective
    e) Very ineffective

Why?

5. Please make any additional comments or recommendations relative to the summer school library program that you feel are relevant.

6. What do you feel are the strengths of the summer school program? (If additional space is necessary for questions 6,7 and 8 please use the back of this sheet)

7. What do you feel are the weaknesses of the summer school program?

8. What are your suggestions regarding the structure of the summer school program for the future and how can it be improved?

Directions: In the left hand column are listed various areas that teachers and principals indicated were goals of the summer program. For each item indicate the "Extent of Improvement" made by circling one of the three options in column 1. In column 2 indicate the degree to which the improvement made coincided with your expectations. If improvement was either more or less than expected, please explain why in the column on the right. If additional space is needed, use the back of this page, but number your additional comments to correspond to the number assigned to each area.

	Extent of Improvement			Improvement was			
	1	2	3	A	B	C	
IMPROVEMENT IN:	little or no impr't.	some impr't.	much impr't.	less than expected	same as expected	more than expected	If improvement was less than expected (A) or more than expected (C), indicate why.
1. Reading (generally)	1	2	3	A	B	C	
2. Comprehension	1	2	3	A	B	C	
3. Vocabulary	1	2	3	A	B	C	
4. Word Attack Skills	1	2	3	A	B	C	
5. Phonics	1	2	3	A	B	C	
6. Oral Expression	1	2	3	A	B	C	
7. Written Expression	1	2	3	A	B	C	
8. Math (in general)	1	2	3	A	B	C	
9. Understanding math concepts	1	2	3	A	B	C	
10. Computation skills	1	2	3	A	B	C	
11. Understanding and use of Library	1	2	3	A	B	C	
12. Work Study Skills	1	2	3	A	B	C	
13. Attendance	1	2	3	A	B	C	
14. Self Image	1	2	3	A	B	C	
15. Self Confidence	1	2	3	A	B	C	
16. Level of Aspiration	1	2	3	A	B	C	

IMPROVEMENT	little or no imprvmnt	some imprvmnt	much imprvmnt	less than expected	same as expected	more than expected	If improvement was less than expected (A)or more than expected (C),indicate why:
17. Attitude to Learning	1	2	3	A	B	C	
18. Attitude to Teacher	1	2	3	A	B	C	
19. Attitude to School	1	2	3	A	B	C	
20. School Community Relations	1	2	3	A	B	C	
21. School Parent Relations	1	2	3	A	B	C	

	Extent Achieved			Goal Achieved			
GOAL	Not Achieved	Somewhat Achieved	Completely Achieved	Less than expected	As expected	More than expected	If extent of goal achieved is greater (C)or less than expected(A),indicate why:
1. Provide a successful Experience for Child	1	2	3	A	B	C	
2. Train Teacher Aides	1	2	3	A	B	C	
3. Try Out New Techniques and Approaches	1	2	3	A	B	C	
4. Provide Relaxed, Informal Climate	1	2	3	A	B	C	
5. Provide Small Group Instruction	1	2	3	A	B	C	
6. Provide Individualized Instruction	1	2	3	A	B	C	

FORM A

THE CITY COLLEGE
Office of Research and Evaluation Services

Summer School Program for
Elementary School Pupils-Summer 1967

Teacher Questionnaire
Gifted Component

Name of School______________________Borough__________Date__________

Teacher's name___________________________

What subject(s) and grade(s) are you teaching in this program?

What subject(s) and grade(s) did you teach before this program?

For how long?

Have you taught children from similar backgrounds before? Yes No (circle one)

If Yes, for how long?

Have you taught gifted classes before? Yes No (circle one)

If Yes, for how long?

Did you attend any training or orientation program for this project? Yes No

In what area(s) and grade(s) do you have your license(s)?

Please answer the following questions in terms of the subject(s) you are teaching.

1 How long was your departmental period?__________

1b. How would you rate the length of this period? (circle one)

    1. Period was too long
    2. Period was appropriate in length
    3. Period was too short

If you circled 1. or 3. please explain:

2. In terms of children you have previously taught, how well do you think this summer's children performed in the classroom?
    1. Children in the summer program did not perform as well as children I have previously taught.
    2. Children in the summer program performed as well as children I have previously taught.
    3. Children in the summer program performed better than children I have previously taught.
    4. Unable to ascertain performance of children this summer.
    5. Not applicable to me.

3. Approximately how many children in all of your summer classes either have been, are presently enrolled or will be entering gifted classes in the Fall?
    1. About 25%
    2. About 50%
    3. About 75%
    4. All the children
    5. Unable to ascertain

4. What proportion of the children in your present classes, who are currently not in a gifted class in their regular school would you recommend for the gifted class in the Fall?
    1. Few or no children
    2. Some children (about 25%)
    3. Half of the children
    4. Most of the children (about 75%)
    5. All of the children
    0. Not relevant to me

5. Will any evaluation or other information on the children in your class be sent to their regular school?
    1. Yes
    2. No

        If yes, information of what kind?

6. Will any evaluation or other information on each child be sent to his parents?
    1. Yes
    2. No

        If yes, information of what kind?

7. How much progress do you think the average child made in reading achievement during the summer? (circle one)
    a. None
    b. 1-2 months
    c. 3-4 months
    d. 5-6 months
    e. If more than 6 months, indicate approximate progress made______
    f. Not relevant for me

8. How much progress do you think the average child made in arithmetic this summer? (circle one)
    a. None
    b. 1-2 months
    c. 3-4 months
    d. 5-6 months
    e. If more than 6 months, indicate approximate progress made______
    f. Not relevant for me

9. How well do you think the children who attend this program will do in academic performance next Fall compared to comparable non-attenders? (circle one)
    a. Children who attend will not do as well as comparable non-attenders.
    b. Children who attend will do as well as comparable non-attenders.
    c. Children who attend will do better than comparable non-attenders.

10. What were your major goals for this summer school program?

11. To what extent do you feel you have accomplished these goals? (circle one)
    1. Completely accomplished my goals.
    2. Somewhat accomplished my goals.
    3. Have not accomplished my goals.
    4. Unable to assess accomplishment of my goals.

12. Which of your goals were you unable to accomplish? Why? (Please explain)

13. What were the major strengths of the program?

14. What were the major weaknesses of the program ?

15. What suggestions do you have for the program next summer?

16. How do you feel about the value of the summer school program?
    1. Enthusiastic
    2. Positive, but not enthusiastic
    3. Slightly positive
    4. Slightly negative
    5. Strongly negative

Why?

FORM B

THE CITY COLLEGE
Office of Research and Evaluation Services

Summer School Program for
Elementary School Pupils-Summer 1967

Teacher Questionnaire
Gifted Component

Name of School____________________Borough__________Date__________

Teacher's name________________________

What subject(s) and grade(s) are you teaching in this program?

What subject(s) and grade(s) did you teach before this program?

For how long?

Have you taught children from similar backgrounds before? Yes No (circle one)

If Yes, for how long?

Have you taught gifted classes before? Yes No (circle one)

If Yes, for how long?

Did you attend any training or orientation program for this project? Yes No

In what area(s) and grade(s) do you have your license(s)?

Please answer the following questions in terms of the subject(s) you are teaching.

1 How long was your departmental period?__________

1b. How would you rate the length of this period? (circle one)
    1. Period was too long
    2. Period was appropriate in length
    3. Period was too short

If you circled 1. or 3. please explain:

2a. How would you describe the general nature of your lessons?

1. Predominately review of material previously covered during the regular school year.
2. Partial review of previously covered material and partial inclusion of new material.
3. Predominately instruction of new material not yet covered during regular school year.
4. Other: Please Indicate.

2b. If new material was covered, do you think that some (or all) of this material will be covered in the children's classes during the coming school year? (circle one)

1. No
2. Yes
3. Maybe
4. Don't know

3. Were you given a curriculum guide to follow for the summer? (circle one)

1. No
2. Yes

   Name of guide ______________________________
   Was this compiled specifically for use in this program?
   (circle one) Yes No

4. In what way were the children provided with experiences they had not encountered prior to the program?
Please explain:

5. Did you have special materials supplied by the school in your subject area? (circle one)

1. No
2. Yes

   If Yes, what were these materials?

6. Did you have an educational aide? Yes No (circle one)
If yes, what were his duties?

7. How effectively did he perform his duties?

8. Were specialists invited to talk to your classes?
   1. Yes
   2. No
      If Yes, in which areas?

      How frequently?

9. How many trips did your class make? ________

Which of the following places were visited?

PLACE	No. of times Visited
1. Science Museum	______
2. Art Museum	______
3. Historical Museum	______
4. Zoo	______
5. Music Events	______
6. Theatrical Events	______
7. Community/Neighborhood Agencies (eg.Fire Station; Police Station; Bakery, Library)	______
8. Industrial Areas	______
9. List any other areas:	
________________	______
________________	______

10. How would you describe the intellectual ability of your class? (Please explain)

11. The project proposal lists the following areas as possible objectives of the summer program. Circle the approximate number of children you think made noticeable progress in these areas. Indicate your response by circling either 1) if you think some children (about 25%) made noticeable progress; 2) if you think about half of the children made noticeable progress; 3) if you think most children (about 75%) made noticeable progress; 4) if you think all children made noticeable progress. Again, 0) if not relevant.

	Some children (about 25%)	Half of the children	Most children (about 75%)	All children	Not relevant
A) Language Arts	1	2	3	4	0
B) Arithmetic	1	2	3	4	0
C) Art	1	2	3	4	0
D) Music	1	2	3	4	0
E) Science	1	2	3	4	0
F) Social Studies	1	2	3	4	0
G) Emotional development	1	2	3	4	0
H) Personality growth	1	2	3	4	0
I) Positive attitudes towards school and education	1	2	3	4	0
J) Rise in children's educational aspirational level	1	2	3	4	0
K) Rise in children's expectation of success in the next school year	1	2	3	4	0
L) Improvement of children's average daily attendance in the next school year	1	2	3	4	0
M) Improvement of child's self-image	1	2	3	4	0
N) Stimulation of new interests in children	1	2	3	4	0
O) Rise in amount of motivation and effort towards school work	1	2	3	4	0
P) Broadening of children's horizons and experiences	1	2	3	4	0
Q) Personal work and study habits	1	2	3	4	0
R) List below any other areas in which your children made noticeable progress:					
____________________	1	2	3	4	
____________________	1	2	3	4	
____________________	1	2	3	4	

THE CITY COLLEGE
Office of Research and Evaluation Services

Summer School Program for
Elementary School Pupils-Summer 1967

INDIVIDUAL LESSON OBSERVATION REPORT
GIFTED COMPONENT

School___________________________Borough_______________Class______Grade_____Date_____

Teacher's Name______________________________Sex________Approximate Age(Circle) 20-29;
30-39;
40-49;
50+

Observer's Name_________________________Length of Observation_______________________

Approximate number of children in class____________

If this is a joint observation, check here,_______, and record name of the other observer____________________. Joint observations should be reported by each observer without consultation.

1. Content of lesson observed:
   1. Reading
   2. Spelling
   3. Arithmetic
   4. Science
   5. Social Studies
   6. Music or Art
   7. Other______________

2. Did you see the entire lesson?
   1. Yes
   2. No, I missed the beginning
   3. No, I missed the end

3. How typical do you think this lesson was of normal functioning in this classroom?
   1. Completely typical
   2. Reasonable approximation
   3. Less than reasonable approximation. Why?____________________________________

____
____

4. Who taught this lesson?
   1. Regular classroom teacher
   2. Substitute teacher
   3. "Cluster"teacher
   4. Special staff. Indicate who:____
   5. More than one member of the staff. Indicate who:____________________________

____

5. What amount of planning and organization was evident in this lesson?
    1. Lesson was exceptionally well organized and planned
    2. Lesson was organized and showed evidence of planning
    3. Lesson showed some signs of previous teacher preparation
    4. Lesson showed few or no signs of organization or planning

6. How would you rate the attractiveness of the classroom?
    1. Extremely attractive
    2. Fairly attractive
    3. Of average attractiveness
    4. Less than average attractiveness
    5. Unattractive

7. How would you characterize the teacher's level of creativity and imagination evidenced in this lesson?
    1. Extremely creative
    2. Moderately creative
    3. Average
    4. Somewhat stereotyped
    5. Very uncreative and stereotyped

8. If you rated the lesson as "moderately" or "extremely creative" please explain the basis for the rating____

____

____

9. To what extent was the group's creative thinking stimulated?
    1. Very much
    2. Somewhat
    3. Very little
    4. Not at all

10. To what extent, and how effectively, were teaching aids utilized?
    1. Wide variety used creatively and effectively
    2. Wide variety used but not particularly effectively
    3. Some used creatively and effectively
    4. Some used but not particluarly effectively
    5. Little or no use of teaching aids

11. To what extent did this lesson lay a foundation for future lessons?
    1. Considerable possibility for continuity
    2. Some opportunity for continuity
    3. Little or no possibility for continuity

12. To what extent did this lesson lay a foundation for independent work and thinking?
    1. Considerable possibiligy for independent work
    2. Some possibility for independent work
    3. Little or no possibility for independent work

13. How would you rate the lesson you have just seen, considering the quality of instruction?
    1. Outstanding
    2. Better than average
    3. Average
    4. Below average

14. What use of the child's background and experience was evident in this lesson?
    1. Consistent opportunities for child to relate lesson to his own experience and/or bring experiences to lesson
    2. Some opportunity for child to relate lesson to his experience and use experience in lesson
    3. Lesson was remote from child's experience
    4. Question not applicable. Explain:______________________________

15. How would you rate the lesson you have just seen judging from the children's interest and enthusiasm?
    1. Outstanding
    2. Better than average
    3. Average
    4. Below average
    5. Extremely poor

16. To what extent did the class seem interested and follow the lesson?
    1. Every or almost every child
    2. More than half the class
    3. About half the class
    4. Less than half theclass
    5. Few children

17. To what extent did the lesson itself elicit spontaneous questions?
    1. Very frequent elicitation of questions
    2. Often elicitation of questions
    3. Only occassionally elicited questions
    4. Rarely elicited questions
    5. No reason for lesson to elicit spontaneous questions

18. In general, when the teacher asked a question, how many hands were raised?
    1. Almost all hands were raised
    2. Most hands were raised
    3. Some hands were raised
    4. Few or no hands were raised
    0. Not able to observe

19. Did you observe any instructional innovations?
    1. No.
    Yes. Please explain.______________________________

20. Based upon the responses of the children, to what extent do you think this lesson was appropriate in terms of the range of pupil abilities?
    1. Very appropriate
    2. Somewhat appropriate
    3. Inappropriate

Explain why:______________________________

21. What differences did you notice between the classes you observed last week in the Reading and Arithmetic Program and this class? (Base your answer on qualities of the lesson, teacher and children.) Use other side of page if necessary.

22. Rate the characteristics or behaviors exhibited by the teacher or lesson on the five point continuum given below. The end points of the scale (1,5) represent the extremes of the characteristics, whereas 2,3,4, represent greater or lesser degrees of that behavior. If there is no basis for judgment of any characteristic, check the column to the left, NB

NB	QUALITIES OF TEACHER						
____	1. Flexible	5	4	3	2	1	Inflexible
____	2. Emphatic	5	4	3	2	1	Disinterested
____	3. Responsive	5	4	3	2	1	Aloof
____	4. Alert	5	4	3	2	1	Apathetic
____	5. High expectation for children	5	4	3	2	1	Low expectation for children
____	6. Progressive	5	4	3	2	1	Traditional
____	7. Committed	5	4	3	2	1	Uncommitted
____	8. Integrated personality	5	4	3	2	1	Immature personality
	QUALITIES OF LESSON						
____	1. Imaginative	5	4	3	2	1	Routine
____	2. Demonstrates knowledge of subject	5	4	3	2	1	Limited knowledge of subject
____	3. Steady;Consistent	5	4	3	2	1	Eratic
____	4. Deep;Substantive	5	4	3	2	1	Superficial
____	5. Original	5	4	3	2	1	Stereotyped
____	6. Stimulating for children	5	4	3	2	1	Dull for Children
____	7. Informal	5	4	3	2	1	Formal
____	8. Creative	5	4	3	2	1	Uncreative
____	9. Clear	5	4	3	2	1	Unclear
____	10. Systematic	5	4	3	2	1	Disorganized

COMMENTS

23. What were the major effective features in the classroom? In answering this question, please consider methods of instruction, structure and organization of the class and lesson.

24. What were the major weaknesses of the classroom you visited?

25. Additional Comments-

THE CITY COLLEGE
Office of Research and Evaluation Services

Summer School Program for
Elementary School Pupils-Summer 1967

INDIVIDUAL LESSON OBSERVATION REPORT
ENRICHED COMPONENT

School____________________ Borough____________ Art Class______ Music Class______
Grade______ Date________

Teacher's Name__________________ Sex________ Approximate Age (Circle) 20-29; 30-39; 40-49; 50+

Observer's Name__________________

Length of Observation__________________ Activities observed__________________

Approximate number of children in class__________________
Approximate age range of children in class__________________

If this is a joint observation, check here____ and record name of the other observer__________________. Joint observations should be reported by each observer without consultation.

1. Describe the content of lesson observed.

2. Did you see the entire lesson?
    1. Yes
    2. No, I missed the beginning
    3. No, I missed the end

3. How typical do you think this lesson was of normal functioning in this classroom?
    1. Completely typical
    2. Reasonable approximation
    3. Less than reasonable approximation. Why?______________________________

4. Who taught this lesson?
    1. Regular classroom teacher
    2. Substitute teacher
    3. "Cluster" teacher
    4. Special staff. Indicate who:____________________________
    5. More than one member of the staff. Indicate who:________________

5. What amount of planning and organization was evident in this lesson?
    1. Lesson was exceptionally well organized and planned
    2. Lesson was organized and showed evidence of planning
    3. Lesson showed some signs of previous teacher preparation
    4. Lesson showed few or no signs of organization or planning

6. How would you characterize the level of creativity and imagination evidenced in this lesson?
    1. Extremely creative
    2. Moderately creative
    3. Average
    4. Somewhat stereotyped
    5. Very uncreative and stereotyped

7. If you rated the lesson as "moderately" or "extremely " creative please explain the basis for the rating____

____

____

8. To what extent was the group's creative thinking stimulated?
    1. Very much
    2. Somewhat
    3. Very little
    4. Not at all

9. To what extent, and how effectively were audio-visual aids utilized?
    1. Wide variety used creatively and effectively
    2. Wide variety used but not particularly effectively
    3. Some used creatively and effectively
    4. Some used but not particularly effectively
    5. Little or no use of teaching aids

10. To what extent did this lesson lay a foundation for future lessons?
    1. Considerable possibility for continuity
    2. Some opportunity for continuity
    3. Little or no possibility of continuity

11. How would you rate the lesson you have just seen, considering the quality of instruction?
    1. Outstanding
    2. Better than average
    3. Average
    4. Below average
    5. Extremely poor

12. What use of the child's background and experiences was evident in this lesson?
    1. Consistent opportunities for child to relate lesson to his own experience and/or bring experiences to lesson.
    2. Some opportunity for child to relate lesson to his experience and use experience in lesson
    3. Lesson was remote from child's experience
    4. Question not applicable. Explain:______________________________

    ____

13. How would you rate the lesson you have just seen judging from the childrens interest and enthusiasm?
    1. Outstanding
    2. Better than average
    3. Average
    4. Below average
    5. Extremely poor

14. To what extent did the class seem interested?
    1. Every or almost every child
    2. More than half the class
    3. About half the class
    4. Less than half the class
    5. Few children

15. To what extent did spontaneous questions arise?
    1. Very frequently
    2. Often
    3. Only occassionally
    4. Rarely
    5. Not at all

16. In general, when the teacher asked a question, how many hands were raised?
    1. Almost all hands were raised
    2. Most hands were raised
    3. Some hands were raised
    4. Few or no hands were raised

17. In general, did the lesson appear to be appropriate to the age level, experiences, abilities and aptitudes of the entire class?
    1. Extremely appropriate
    2. Appropriate
    3. Moderately appropriate
    4. Somewhat inappropriate
    5. Very inappropriate

18. Was the music or art lesson related to other aspects of the curriculum, such as language development, arithmetical or number concepts, etc.?
    1. Very much
    2. Somewhat
    3. Very little
    4. Not at all

19. Were the instructions and lesson flexible enough to allow for individual self-expression?
    1. Extremely flexible
    2. Flexible
    3. Slightly flexible
    4. Somewhat restrictive
    5. Very restrictive

20. Did the teacher in some way point out the relationship of the lesson by means of differences and similarities to common events and everyday activities outside the classroom; neighborhood activities, concerts at Lincoln Center, Art Exhibitions in Parks, etc.?
    1. Very frequently
    2. Frequently
    3. Sometimes
    4. Rather infrequently
    5. Not at all

21. Did the teacher seem to be confident and adept at performing the task which he (she) was attempting to impart to the students?
    1. Very
    2. Somewhat
    3. Not at all

22. How many students participated or contributed to the lesson?

1. All
2. Many
3. Some
4. Few
5. None

23. Approximately what percent of the class received individual attention? ________%
Was the individual attention limited to:
1. Slow group
2. Average group
3. Excelling group
4. Not particularly limited

24. What did the teacher reward? (circle all that apply)

1. Output
2. Effort
3. Correctness
4. Other ____________________________

25. What did the classroom climate, ingeneral, appear to be one of relaxation and informality? (Were the students unafraid to make errors or mistakes?)
1. Very relaxed
2. Somewhat relaxed
3. Rather inhibited
4. Very inhibited

26. How did the teacher handle less skilled students?
1. With understanding
2. With sarcasm
3. With encouragement
4. Other ____________________________

27. Did the teacher emphasize goals beyond that of continuous mechanical practicing?

1. Very much
2. Somewhat
3. Very little
4. Not at all

28. Approximately what percent of the lesson time was spent with rote drill?______%

29. Did the teacher offer any special guidance to the children, in terms of direction relevant to the lesson?
1. Yes
2. No

30. Did the lesson appear to be a multisensory and lifelike experience? (Were the students required to involve the use of their eyes, ears, kinesthetic sense and feelings?)
1. Very Frequently
2. Frequently
3. Sometimes
4. Rather Infrequently
5. Not at all

31. Was there an element of freedom and choice within the classroom? Were the students able to select their own tunes, make up melodies, improvise harmony and/or compose own pieces?
    1. Very often
    2. Often
    3. Sometimes
    4. Not at all

32. Was there any history, appreciation and theory introduced in the lesson?
    Yes
    No

    If Yes, how were they introduced?
        1. As the central focus
        2. Incidentally

33. Does there appear to be an emphasis on the many different methods of working with one specific media, such as clay, papier mache, paints, etc.?
    1. Very much
    2. Somewhat
    3. None at all

34. Does there seem to be any type of introduction to uncommon media?
    Yes
    No

    If Yes, what?____

35. Does the art lesson seem to be structured, stressing the realism and detail of the traditional schools or does it seem to be very flexible in that it allows for much freedom and abstractness?
    1. Very structured
    2. Structured
    3. Slightly structured
    4. Not structured at all

36. How much of the students' art work is displayed about the room?
    1. Much
    2. Some
    3. Little
    4. None

22. Rate the characteristics or behaviors exhibited by the teacher or lesson on the five point continuum given below. The end points of the scale (1,5) represent the extremes of the characteristics, whereas 2,3,4, represent greater or lesser degrees of that behavior. If there is no basis for judgment of any characteristic, check the column to the left, NB

NB	QUALITIES OF TEACHER						
____	1. Flexible	5	4	3	2	1	Inflexible
____	2. **Empathic**	5	4	3	2	1	Disinterested
____	3. Responsive	5	4	3	2	1	Aloof
____	4. Alert	5	4	3	2	1	Apathetic
____	5. High expectation for children	5	4	3	2	1	Low expectation for children
____	6. Progressive	5	4	3	2	1	Traditional
____	7. Committed	5	4	3	2	1	Uncommitted
____	8. Integrated personality	5	4	3	2	1	Immature personality
	QUALITIES OF LESSON						
____	1. Imaginative	5	4	3	2	1	Routine
____	2. Demonstrates knowledge of subject	5	4	3	2	1	Limited knowledge of subject
____	3. Steady;Consistent	5	4	3	2	1	**Erratic**
____	4. Deep;Substantive	5	4	3	2	1	Superficial
____	5. Original	5	4	3	2	1	Stereotyped
____	6. Stimulating for children	5	4	3	2	1	Dull for Children
____	7. Informal	5	4	3	2	1	Formal
____	8. Creative	5	4	3	2	1	Uncreative
____	9. Clear	5	4	3	2	1	Unclear
____	10. Systematic	5	4	3	2	1	Disorganized

Comments
(More space was used in original questionnaire)

PUPIL INTERVIEW
ENRICHMENT COMPONENT

Name____________________________ Grade________ School______________________

Age_______ Class__________ Teacher_______________________________________

Interviewer______________________ Date________________

QUESTION(S)	RESPONSE(S)
I. HOW DID YOU HAPPEN TO COME TO SCHOOL THIS SUMMER? (Probes: Did someone suggest it to you? Who was that? Did you decide by yourself?)	(Name person who suggested- teachers, principal, parent, etc. Did this person make the child come?)
II. HOW DO YOU FEEL ABOUT COMING TO SCHOOL THIS SUMMER? (Probes: Do you think it is a good idea? Did you have much doubt about coming? Did you have to come? Would you rather be doing something else? What?)	

RATINGS

1. Extent to which child wanted to come to school? 1 very much, 2 much, 3 some, 4 little, 5 not at all

2. Attitude toward summer school? 1 positive, 2, 3 neutral, 4, 5 negative

3. Attitude toward summer school? 1 interested & enthusiastic, 2, 3, 4, 5 no interest & apathetic

III. WHAT DO YOU LIKE TO DO BEST?
WHAT NEXT BEST?

QUESTION(S)	RESPONSE(S)
IV. DO YOU LIKE MUSIC?	
DID YOU LIKE IT AS WELL IN YOUR REGULAR SCHOOL? DID YOU LIKE IT BETTER THERE OR BETTER HERE? HOW COME?	Ask only if pupil receives instruction during regular school.

RATING

4. Child seems to like Music:	1 more now	2	3 same	4	5 less now

QUESTION(S)	RESPONSE(S)
V. HOW ARE YOU DOING IN MUSIC NOW? (DOES IT SEEM HARD?)	
HOW DID YOU DO IN MUSIC LAST YEAR IN YOUR REGULAR SCHOOL? (Was it harder or easier there?) HOW COME?	Ask only if pupil receives art during regular school.

RATING

5. In music, child feels he is doing:	1 much better	2	3 same	4	5 much worse

VI. DO YOU LIKE ART?	
DID YOU LIKE IT AS WELL IN YOUR REGULAR SCHOOL? DO YOU LIKE IT BETTER HERE OR THERE? HOW COME?	Ask only if child receives instructions in regular school.

RATING

6. Child seems to like art:	0 no instruction	1 more now	2	3 same	4	5 less now

QUESTION(S)	RESPONSE(S)
VII. HOW ARE YOU DOING IN ART NOW? (DOES IT SEEM HARD?)	
HOW DID YOU DO IN ART LAST YEAR IN YOUR REGULAR SCHOOL? (Was it harder or easier there? How come?)	Ask only if child receives instructions in regular school.

RATING

7. In art, child feels he is doing:	0	1	2	3	4	5
	no instruction	much better		same		much worse

QUESTION(S)	RESPONSE(S)
VIII. HOW IS THIS SCHOOL DIFFERENT FROM YOUR OTHER SCHOOL? (How is it like your other school? Is the teacher the same? or different? How?	
WHICH SCHOOL DO YOU LIKE BEST?	

RATING

8. Child seems to like this school:	1	2	3	4	5
	much better		same		much worse

QUESTION(S)	RESPONSE(S)
IX. IF YOU COULD CHOOSE ANY INSTRUMENT, IS THERE ANY INSTRUMENT YOU WOULD LIKE TO PLAY? WHAT OTHERS?	
DO YOU PRACTICE YOUR ART AND MUSIC AT HOME?	
ARE THERE PEOPLE AT HOME WHO ARE INTERESTED IN WHAT YOU DO IN ART AND MUSIC CLASSES?	

DO YOU THINK YOUR SUMMER CLASSES IN ART AND MUSIC
WILL HELP YOU IN ANY WAY WITH YOUR READING
AND ARITHMETIC?
HOW?

X. HOW DO YOU FEEL ABOUT GOING BACK
TO YOUR REGULAR SCHOOL NEXT YEAR?
ARE YOU LOOKING FORWARD TO GOING
BACK? WHY IS THAT?

RATINGS

---

9. Attitude toward regular school: 1 2 3 4 5
positive ... negative

---

10. Attitude toward returning in Fall: 1 2 3 4 5
enthusiastic ... apathetic

QUESTION(S) RESPONSE(S)

XI. HOW DO YOU THINK YOU WILL DO IN
YOUR SCHOOL WORK WHEN YOU GO
BACK TO YOUR REGULAR SCHOOL
IN THE FALL? HOW WILL YOU DO
IN READING? IN ARITHMETIC?

WHY IS THAT?

RATINGS

---

11. Achievement Expectancy in Reading: 1 2 3 4 5
Very High ... Very Low

---

12. Achievement Expectancy in Arithmetic: 1 2 3 4 5
Very High ... Very Low

XII. ALL CHILDREN GO TO SCHOOL.
SOMETIMES THEY LIKE IT AND SOMETIMES
THEY DON'T. WOULD YOU SAY THAT
RIGHT NOW YOU ARE WITH THOSE CHILDREN
THAT LIKE IT OR THOSE WHO DON'T?

DO YOU USUALLY FEEL THAT WAY?

CHILDREN GO TO SCHOOL FOR DIFFERENT REASONS. WHY DO YOU GO TO SCHOOL? (WHY ELSE?)

WOULD YOU GO TO SCHOOL IF YOU DIDN'T HAVE TO?

RATINGS

13. Attitude toward school: 1 positive 2 3 4 5 negative

XIII. DO YOU LIKE THIS SCHOOL?
WOULD YOU COME BACK NEXT SUMMER?
IF YOU COULD CHANGE SOMETHING ABOUT THIS SCHOOL WHAT WOULD IT BE?

WHAT CHANGES WOULD YOU MAKE FOR NEXT SUMMER?

RATING

14. Child's attitude toward summer school: 1 positive 2 3 4 5 negative

QUESTION(S)	RESPONSE(S)
XIV. DO YOU HAVE ANY IDEA WHAT YOU WANT TO BE OR DO WHEN YOU GROW UP? WHAT IS IT? (Probe: Anything else? If not, JUST PICK SOMETHING YOU MIGHT LIKE.)	
WHY DO YOU WANT TO BE THAT?	

IF YOU COULD CHOOSE ANY ART MATERIALS
(clay, paint, etc.) WITH WHICH TO WORK,
WHICH ONE WOULD YOU USE.

DO YOU THINK THERE WILL BE AN OCCASION
FOR YOU TO MAKE USE OF YOUR TALENTS
SOCIALLY? (for friends, at parties, etc.)

QUESTION(S)	RESPONSE(S)
1. What instrument do you play?	
2. Do you know anyone famous who plays your instrument?	
Who?	
What is your favorite art activity?	
3. Which class do you like better, music or art? Why? Why don't you like the other as much?	
4. Will you continue with your music and art lessons when the summer is over? Do you take private lessons? Would you like to?	
5. Do you have an opportunity to write your own melodies and select your own music in music class and to select your own media and subject matter in art class?	
6. Do you always have an opportunity to participate in the lesson?	
Do you receive individual help from the teacher when you want it?	

DO YOU HAVE AN OPPORTUNITY TO EXPRESS YOUR
OWN FEELINGS AND IDEAS IN BOTH CLASSES?

DO YOU ENJOY DOING DIFFERENT AND UNUSUAL THINGS
IN YOUR ART AND MUSIC CLASSES?
DO YOU LIKE TO PLAY THE SONGS YOU ARE LEARNING
AND PRODUCE THE THINGS YOU ARE PRODUCING IN
YOUR CLASSES?

IF YES, WHY?

IF NO, WHY?

WHAT DO YOU HAVE TO DO SO YOU
CAN REALLY GET TO BE THAT?

WHAT ELSE?

WHAT DO YOU THINK YOU WILL BE
WHEN YOU GROW UP?

(If different from what

RATINGS

---

15. Level of Educational Aspiration: 1 2 3 4 5
very high average very low

---

16. Certainty of Achieving Aspiration : 1 2 3 4 5
very sure very unsure

END OF INTERVIEW THANK CHILD AND RETURN HIM TO HIS CLASS.

COMMENTS

17. To what extent do you feel the summer experience has been valuable for this child.............................

1	2	3	4	5
Very Valuable		Some Value		No Value

- -

Explain your answer in item 17 above. Indicate how and why or why not.

ANY OTHER COMMENTS

THE CITY COLLEGE
of
Office of Research and Evaluation Services

Summer School program for
Elementary School Pupils-Summer 1967

Teacher Questionnaire
Enrichment Component

Name of School________________________ Borough______________Date____________

Teacher's name________________________

What subject(s) and grade(s) were you teaching in this program?

What subject(s) and grade(s) did you teach before this program?

For how long?

Have you taught children from similiar backgrounds before? Yes No (circle one)

If yes, where?

For how long?

Did you attend any training or orientation program for this project? Yes No

In what area(s) do you have your license(s)?

What is the general age range of your class? From____________to_______________

Approximately how many students do you have in each of your classes?______________

Do you have an educational aide assigned to you?
1. yes
2. no

If yes, describe his or her duties and responsibilities. ________________________

____

____

How effectively did he perform his duties?

____

____

____

Please answer the following questions in terms of the subject(s) you are teaching.

1. What were your major goals for this summer elementary school enrichment program? (Use additional space on other side of page)

2. Which of these goals were achieved?

   Why?

3. Which of these goals were not achieved?

   Why?

4. The following are a list of problems which might have occurred this summer. To what extent did each category present a problem. Indicate your response by circling either 1) no problem; 2) minor problem; 3) moderate problem; 4) major problem or 0) not relevant.

	No problem	Minor problem	Moderate problem	Major problem	Not relevant
a) Attendance	1	2	3	4	0
b) Attrition of students	1	2	3	4	0
c) Attrition of staff	1	2	3	4	0
d) Sufficient supplies	1	2	3	4	0
e) Parental involvement and participation	1	2	3	4	0
f) Student involvement and participation	1	2	3	4	0
g) Discipline	1	2	3	4	0
h) Behavior	1	2	3	4	0
i) Maintaining quality of program	1	2	3	4	0
j) Completion of desired material	1	2	3	4	0
k) List below any other problems you consider to be of possible importance:					
______________________		2	3	4	
______________________		2	3	4	
______________________		2	3	4	

5. The project proposal lists the following areas as possible objectives of the summer program. Circle the approximate number of children who made noticeable progress in these areas. Indicate your response by circling either:
1) if few or no children made noticable progress in any given area;
2) if some children (about 25%) made noticeable progress;
3) if about half of the children made noticeable progress;
4) if most children (about 75%) made noticeable progress
5) if all children made noticeable progress.
0) if not relevant.

	Few or no children	Some children (about 25%)	Half of the children	Most children (about 75%)	All children	Not relevant
a) Art	1	2	3	4	5	0
b) Music	1	2	3	4	5	0
c) Emotional development	1	2	3	4	5	0
d) Personality growth	1	2	3	4	5	0
e) Positive attitudes towards school and education	1	2	3	4	5	0
f) Rise in children's educational aspirational level	1	2	3	4	5	0
g) Rise in children's expectation of success in the next school year	1	2	3	4	5	0
h) List below any other areas in which your children could make noticeable progress:						
____________________		2	3	4	5	0
____________________		2	3	4	5	0
____________________		2	3	4	5	0

6. How would you characterize the improvement in the level of creativity and imagination evidenced in your class?
   1) much improvement
   2) somewhat improved
   3) little or no improvement

7. To what extent were the music and art lessons related to other aspects of the curriculum? (e.g. language development, arithmetical and numerical concepts, etc.)
   1) very much
   2) somewhat
   3) very little
   4) not at all

8. In your opinion and from what you have observed about your pupils, what criteria were used for placement of students in the enrichment classes? (circle all that apply)
   0) no apparent criteria
   1) age
   2) interest
   3) potential aptitude
   4) demonstrated ability
   5) other________________________________

9. How many trips did your class take?____________

   Where?____

   ____

10. How did your class react to the school trips?
    1) enthusiastically
    2) positively, but not enthusiastically
    3) slightly positively
    4) slightly negatively
    5) strongly negatively

11. How do you feel about the amount of time children spend in Music and/or Art classes?
    1) Too much time spent on Music and/or Art
    2) Too little time spent on Music and/or Art
    3) Appropriate amount of time

    If you circle 1 or 2, please explain.

12. Were the parents informed of and involved with the program?
    1) yes
    2) no

    If yes:
    How?

13. Select the phrase that best describes parent's interest in the program.
    1) Apathetic
    2) little interest
    3) average interest
    4) high interest
    5) no basis for judgement

14. How would you describe the level of pupil motivation?
    1) Apathetic
    2) Low
    3) Average
    4) High
    5) Intense

15. How well do you think the children who attend this program will do in academic performance next Fall compared to comparable non-attenders? (circle one)
    1) Children who attend will not do as well as comparable non-attenders.
    2) Children who attend will do as well as comparable non-attenders.
    3) Children who attend will do better than comparable non-attenders.

16. How well do you think the children who attend this program will do in other skill areas next Fall compared to comparable non-attenders? (circle one)
    1) Children who attend will not do as well as comparable non-attenders.
    2) Children who attend will do as well as comparable non-attenders.
    3) Children who attend will do better than comparable non-attenders.

17. How well do you think the children who attend this program will do in average daily attendance next Fall compared to comparable non-attenders? (circle one)
    1) Children who attend will not do as well as comparable non-attenders.
    2) Children who attend will do as well as comparable non-attender.
    3) Children who attend will do better than comparable non-attenders.

18. Compared with comparable non-attenders, do you think the attitudes towards school and education of the children who attend this program will be: (circle one)

    1) less positive than comparable non-attenders

    2) the same as comparable non-attenders

    3) more positive than comparable non-attenders

19. Compared with comparable non-attenders, do you think the educational aspirational levels of the children who attend this program will be: (circle one)

    1) lower than comparable non-attenders

    2) the same as comparable non-attenders

    3) higher than comparable non-attenders

20. Indicate the general level at which you consider your class to be at this time in each of the following areas. Circle 1 if you consider your class to be below average for their age and grade; 2 if you consider your class to be average for their age and grade or 3 if you consider your class to be above average for their age and grade.

	Below Average	Average	Above Average
a) Educational Aspirations	1	2	3
b) Positive attitudes towards school and education	1	2	3
c) Degree of motivation towards learning	1	2	3
d) Degree of expectation of success in school	1	2	3
e) Level of interest in school work	1	2	3
f) Reading level	1	2	3
g) Classroom Performance	1	2	3
h) Development of musical or artistic skills	1	2	3
i) Ingenuity	1	2	3
j) Inquisitiveness	1	2	3
k) Concentration	1	2	3
l) Self-expression	1	2	3

21. How often were you visited by a field supervisor?

22. Please list all special materials obtained for the summer enrichment program?

5

23. How would you rate the adequacy of supplies for this program?
    1) More than adequate
    2) adequate
    3) less than adequate

    If you rated them less than adequate (1) or more than adequate (3), please explain your rating.

24. Please list the places where art exhibitions were held or music concerts were performed and the number.

25. At this point, how do you feel about the value of the summer school enrichment program?
    1) enthusiastic
    2) positive, but not enthusiastic
    3) slightly positive
    4) slightly negative
    5) strongly negative
       Why?

26. In your opinion, what are the strengths of the enrichment program?

27. What are your suggestions regarding the structure of the enrichment program for the future? How can it be improved?

28. Do you feel that the enrichment program was an effective one?

1) extremely effective
2) effective
3) Moderately effective
4) slightly ineffective
5) very ineffective

29. Please make any additional comments or recommendations relative to the summer school library program that you feel are relevant.

PUPIL INTERVIEW

NON-ENGLISH SPEAKING

Name______________________________Grade________School____________

Age______Class__________Teacher______________________________

Interviewer_______________________Date________

QUESTION(S)	RESPONSE(S)
I. HOW DID YOU HAPPEN TO COME TO SCHOOL THIS SUMMER? (Probes: Did someone suggest it to you? Who was that? Did you decide by yourself?)	(name person who suggested-teacher, principal, parent, etc. Did this person make the child come?)
II. HOW DO YOU FEEL ABOUT COMING TO SCHOOL THIS SUMMER? (Probes: Do you think it is a good idea? Did you have much doubt about coming? Did you have to come? Would you rather be doing something else? What?	

RATINGS

1. Extent to which child wanted to come to school:

1	2	3	4	5
very much	much	some	little	not at all

*
* (1)
*
**
*
*
* (2)
*

2. Attitude toward summer school:

1	2	3	4	5
positive		neutral		negative

3. Attitude toward summer school:

1	2	3	4	5
interested & enthusiastic				No interest & apathetic

*
*(3)
*

QUESTION(S)	RESPONSE(S)
	(List order given, note affect)
III. WHAT DO YOU DO HERE DURING THE MORNING? (Probes: What else? Do you have reading? Do you have arithmetic? Library work?)	
IV. WHAT DO YOU LIKE TO DO BEST? WHAT NEXT BEST?	
V. DO YOU LIKE READING? DID YOU LIKE IT AS WELL AS SCHOOL IN THE WINTER? DID YOU LIKE IT BETTER THERE OR BETTER HERE? HOW COME?	

RATING

4. Child seems to like reading:	1	2	3	4	5	
	more now		same		less now	* (4)

*
*
*
*

QUESTION(S)	RESPONSE(S)
VI. HOW ARE YOU DOING IN READING NOW? (DOES IT SEEM HARD?) HOW DID YOU DO IN READING LAST YEAR IN YOUR SCHOOL IN THE WINTER? (Was it harder or easier there?) HOW COME?	

RATING

5. In reading, child feels he is doing:	1	2	3	4	5	
	much better		same		much worse	* (5)

*
*
*

QUESTION(S)	RESPONSE(S)
VII HOW IS THIS SCHOOL DIFFERENT FROM YOUR OTHER SCHOOL? (How is it like your other school? Is the teacher the same? or different? How?	

WHICH SCHOOL DO YOU LIKE THE BEST?

RATING

6. Child seems to like this school: 1 much better 2 3 same 4 5 much worse * *(6) * * *

QUESTION(S)	RESPONSE(S)
VIII. IF YOU COULD CHOOSE A BOOK, IS THERE ANY BOOK YOU WOULD LIKE TO HAVE? (which book?) What others?	
PEOPLE READ BOOKS FOR DIFFERENT REASONS. WHY WOULD YOU READ A BOOK? WHAT ARE SOME REASONS PEOPLE READ BOOKS?	
IF YOU WANTED A BOOK WHERE COULD YOU GET IT? (Probes: Where else? If child mentions adult, where would adult go to get it?)	MENTION OF LIBRARY?
IX. THERE ARE A LOT OF REASONS WHY SOME CHILDREN DON'T LIKE TO GO TO THE LIBRARY. WHAT ARE THEY?	
DO YOU LIKE TO GO TO THE LIBRARY? WHY OR WHY NOT? (Probe: Do you know how to use the library?)	

* * * *

RATINGS

7. Extent of knowledge about library: 1 very much 2 3 some 4 5 none * * (7)

8. Extent of interest and attitude toward library: 1 Likes 2 3 Neutral 4 5 Dislikes * * (8) * *

9. Extent of knowledge about books: 1 very much 2 3 some 4 5 none * (9) * * *

10. Extent of interest and attitude toward books: 1 Likes 2 3 neutral 4 5 Dislikes

* (10) *

QUESTION(S)	RESPONSE(S)
X. HOW DO YOU FEEL ABOUT GOING BACK TO YOUR SCHOOL NEXT YEAR? ARE YOU LOOKING FORWARD TO GOING BACK? WHY IS THAT?	

RATINGS

11. Attitude toward regular school:	1 positive	2	3	4	5 negative	* * * * * (11)
12. Attitude toward returning in Fall:	1 Enthusiastic	2	3	4	5 Apathetic	* * * (12)

QUESTION(S)	RESPONSE(S)
XI. HOW DO YOU THINK YOU WILL DO IN YOUR SCHOOL WORK WHEN YOU GO BACK TO YOUR SCHOOL IN THE FALL? HOW WILL YOU DO IN READING? WHY IS THAT?	

RATING

13. Achievement Expectancy in Reading:	1 Very High	2	3	4	5 Very Low	* * * * (13)

XII. ALL CHILDREN GO TO SCHOOL. SOMETIMES THEY LIKE IT AND SOMETIMES THEY DON'T. WOULD YOU SAY THAT RIGHT NOW YOU ARE WITH THOSE CHILDREN THAT LIKE IT OR THOSE WHO DON'T?

DO YOU USUALLY FEEL THAT WAY?

CHILDREN GO TO SCHOOL FOR DIFFERENT REASONS? WHY DO YOU GO TO SCHOOL? (WHY ELSE?)

WOULD YOU GO TO SCHOOL IF YOU DIDN'T HAVE TO?

RATING

14. Attitude toward school:	1 positive	2	3	4	5 negative	* * * *	(14)

XIII. DO YOU LIKE THIS SCHOOL?
WOULD YOU COME BACK NEXT SUMMER?
IF YOU COULD CHANGE SOMETHING
ABOUT THIS SCHOOL WHAT WOULD IT BE?

WHAT CHANGES WOULD YOU MAKE FOR
NEXT SUMMER?

RATING

15. Child's attitude toward summer school:	1 positive	2	3	4	5 negative	* * * *	(15)

QUESTION(S)	RESPONSE(S)
XIV. DO YOU HAVE ANY IDEA WHAT YOU WANT TO BE OR DO WHEN YOU GROW UP? WHAT IS IT? (Probe: Anything else? If not, JUST PICK SOMETHING YOU MIGHT LIKE.)	
WHY DO YOU WANT TO BE THAT?	
WHAT DO YOU HAVE TO DO SO YOU CAN REALLY GET TO BE THAT? WHAT ELSE?	
WHAT DO YOU THINK YOU WILL BE WHEN YOU GROW UP?	
(If different from what wants to be ask why the two are different.)	

RATINGS

16. Level of Educational Aspiration:	1 very high	2	3 average	4	5 very low	* * * *	(16)
17. Certainty of Achieving Aspiration:	1 Very Sure	2	3	4	5 Very Unsure	* * *	(17)

END OF INTERVIEW THANK CHILD AND RETURN HIM TO HIS CLASS.

QUESTION(S)	RESPONSE(S)
18. ABOUT HOW MUCH TIME DO YOU SPEND LEARNING ENGLISH EACH DAY?	
19. Do you do this every day?	1. Yes 2. No
20. If no, how many times a week?__________	
21. Some children like to spend less time learning English, others like to spend more time. What about you?	1. More 2. Less 3. Same
22. What will knowing English do for you? ______________________________ ______________________________ ______________________________ ______________________________	
23. Can you understand your teacher now better than you could before ? PROBE How well? Every word?	
24. Outside of school when do you speak English? To whom?__________ ______________________________	
25. Do the people at home speak English or Spanish or both? Always?__________ ______________________________	
26. What subject has English helped you most in?__________	
27. Do you think that you know more English now than before?	1. Yes 2. No
28. Would you attend a class after school to learn more English? Why?______________________________ ______________________________ ______________________________	1. Yes 2. No
29. Are the people at home happy that you're here?	1. Yes 2. No
30. Has anyone at home visited this school to see your work? If yes, why did they come here?__________ ______________________________	1. Yes 2. No

31. Can you read Spanish?
1. Yes
2. No

32. Do you read books in Spanish?
1. Yes
2. No

If Yes, What books?______________________________

____

Do you read more books in Spanish or more books in English?____

____

33. Where were you born?

34. Would you like to read books about the land you come from?
1. Yes
2. No

(PROBE: "heritage material" -customs, background)

Why?______________________________

____

Ratings

35. Do you speak more now in English than you did before this class?
1. More
2. Less
3. Same

36. Child's attitude toward learning English

1	2	3	4	5
positive		neutral		negative

37. Child's attitude toward program compared with same program in regular school.

More positive	Same	Less Positive

Note: Attempt to obtain from teacher the child's "language scale rating" at the onset of the program as well as his current rating if available. Indicate this below:

Rating at beginning ____________
Rating now ____________

38. To what extent has the language program been valuable?

COMMENTS

39. To what extent has the language pro- been valuable? ....

1	2	3	4	5
Very Valuable		Some Value		No Value

40. To what extent do you feel the summer experience has been valuable for this child.........................

1	2	3	4	5
Very Valuable		Some Value		No Value

- -

Explain your answer in item 19 above. Indicate How and Why or Why not.

ANY OTHER COMMENTS:

PUPIL INTERVIEW

NON-ENGLISH SPEAKING

Name________________ Grade________ School________________

Age________ Class__________ Teacher________________________

Interviewer________________ Date__________

QUESTION(S)	RESPONSE(S)
I. ¿Por cuál razón vienes tu a escuela este verano? (¿Alguién lo sugeró a té? ¿Quién era? ¿Decidaste tu?)	
II. ¿Cómo te sientes a eso de venir a escuela este verano? (¿Crees tu que es un buen idea? ¿Teníás mucha duda de venir? ¿Tenías tu a venir? ¿Quisieses hacer otra casa? ¿Qué casa?)	

RATINGS

1. Extent to which child wanted to come to school:	1 very much	2 much	3 some	4 little	5 not at all
2. Attitude toward summer school:	1 positive	2	3 neutral	4	5 negative
3. Attitude toward summer school:	1 interested & enthusiastic	2	3	4	5 no interested & apathetic

QUESTION(S)	RESPONSE(S)
III. ¿Qué casa haces tu aquí durante la mañana? (¿Qué más? ¿Tienes la lectura en leer? ¿Tienes arithmética? ¿Tienes trabajo de biblioteca?)	

QUESTIONS RESPONSE(S)

IV. ¿En qué quieres esmerarte?
¿Tué otra cosa más?

V. ¿Gustas a leer?

¿Gustaste a leer en la escuela
de invierni inclusivo?
¿Gustate más aqui o allá?
¿Par qui?

RATING:

4. Child seems to like reading:	1 more now	2	3 same	4	5 less now

---

VI. ¿Cómo te vas las cosas en la clase
de leer? (¿Pareces dificil la
trabajo?)

¿Como te fuiste las cosas en la clase
de leer en la escuela regular?
(¿Estuiste la lectura más difícil
o menos allá? ¿Por qué?)

RATING

5. In reading, child feels he is doing:	1 much better	2	3 same	4	5 much worse

---

VII. ¿Cómo contrasta esta escuela
con la otra? (¿Cómo te pareces
esta escuela a la otra? ¿Es el
maestro el mismo? - o diferente?
¿En cuál manera?)

¿Cuál escuela te gustas más?

RATING

6. Child seems to like this school:	1 much better	2	3 same	4	5 much worse

QUESTIONS	RESPONSES(S)
VIII. ¿Si tu podías escoger un libro, hay un libro que tu quiseses? (¿cuál libro?) ¿y otras más?	
Personas leen libros por razónes diferentes. ¿Por cuál razón leerías tu un libro?	
¿Cuál son algunos razónes por que algunas personas leen?	
¿Si tu querías un libro dónde poderías encontrar uno? (¿En que otro sitio?) If child answers adult; ask:(¿y donde podería esta persona encontrar uno?)	
IX. Hay algunas motivas por que algunos muchachos no gustan ir a biblioteca? ¿Por qué si? ¿Por qué no? (¿Sabes usar la biblioteca?)	

RATINGS

7. Extent of knowledge about library:	1 very much	2	3 some	4	5 none
8. Extent of interest and attitude toward library:	1 Likes	2	3 neutral	4	5 Dislikes
9. Extent of knowledge about books:	1 very much	2	3 some	4	5 none
10. Extent of interest and attitude toward books:	1 Likes	2	3 Neutral	4	5 Dislikes

X. ¿Cómo te sientes a eso de volverte atrás a la escuela regular el año que viene? ¿Estas mirando con anticipación cuando te volverás atrás? ¿Por que ?	

RATIN GS

11. Attitude toward regular school:	1 positive	2	3	4	5 negative
12. Attitude toward returning in Fall	1 enthusiastic	2	3	4	5 apathetic

QUESTIONS RESPONSES

XI. ¿Cómo te crees que hacerás en el trabajo de escuela quando te vuelves a la escuela regular en otoño?
¿Cómo te haceras en la lectura de leer?
¿Por qué crus eso?

RATINGS

13. Achievement Expectancy in Reading: 1 2 3 4 5
Very High Very Low

XII. Todos los muchachos vayan a escuela. Algunas veces ellos la gustan y otras veces no. ¿En este momento crees que tu sientes el mismo como ellos muchachos que la gustan o como ellos que no la gustan?

¿Sinetes así ordinariamente?

Los muchachos vayan a escuela para motivas diferentes.
¿Por qué voyas tu a escuela?
(¿Por qué mas?)

¿Irías a escuela si tu no necessitarías?

RATINGS

14. Attitude toward school 1 2 3 4 5
positive negative

XIII ¿Te gusta esta escuela?
¿Te volverías atrás el verano que viene?
¿Si tu poderías cambiar algo de esta escuela quál cosa habería?

¿Tixé cambios hacerías para el verano que viene?

RATING

15. Child's attitude toward summer school: 1 2 3 4 5
positive negative

QUESTIONS	RESPONSES
XIV. ¿Tienes una idea de que tu quieres ser o hacer cuando hombre (mujer)? ¿Tué es eso? (¿Algo más? Si no, escoges algo tu puecles querer.)	
¿Por qué quieres ser eso?	
¿Tué tienes hacer para hacer ________________? ¿Tué más?	
¿Tué crees que tu harás cuando hombre (mujer) ?	

RATINGS

	1	2	3	4	5
16. Level of Educational Aspiration:	very high		average		very low
17. Certainty of Achieving Aspiration:	Very Sure				Very Unsure

18.¿Cuánto tiempo más o menos pasas tu aprendiendo inglés cada día?

19.¿Haces eso cada dia?

1. Si
2. No

20. Cuantos veces por semana?

21.Algunos muchachos gustan pasar menos tiempo aprendiendo ingles, otros gustan pasar mas tiempos. Ytu?

1. Mas
2. Menos
3. El mismo

22. Entiendes mas el maestro ahora que ante?
(En que manera? Todos las palabras?)

23. Fuera de escuela, cuando hablas ingles? A quien?

24. Hablan las personas en casa ingles o espanol o uno y otro? Siempre?

25. En que sujeto ha ayudado mas el ingles?

26. Crees que sabes mas ingles ahora que ante?

1. Si
2. No

27. Irias a clase despues de escuela para aprender mas ingles?

1. Si
2. No

Por que?

28. Son feliz los padres en casa de derte en esta escuela?

1. Si
2. No

29. Ha visitado alguien de casa a esta escuela a mirar tu trabajo?

1. Si
2. No

30. Puedes leer espanol?

1. Si
2. No

31. Lees libros en espanol?

1. Si
2. No

If yes, Cual libros?

If yes, Lees mas libros en espanol o en ingles ?

32. Donde naciste tu?

33. Gusterias leer libros del pais donde tu venia?
("material de tu herencia - costumbres, historia)

1. Si
2. No

Por que?

RATINGS

34. Do you speak more now in English than you did before this class?

1	2	3
more	less	same

35. Child's attitude toward program compared with same program in regular school is:

1	2	3	4	5
more positive		same		less positive

Note: Attempt to obtain from teacher the child's " language scale rating" at the onset of the program as well as his current rating if available. Indicate this below.

Rating at beginning________________________

Rating now__________________________________

COMMENTS

36. To what extent has the language program been valuable.................. 1 2 3 4 5

1	2	3	4	5
Very Valuable		Some Value		No Value

37. To what extent dp you feel the summer experience has been valuable for this child.........................1 2 3 4 5

1	2	3	4	5
Very Valuable		Some Value		No Value

Explain your answer in item 37. above. Indicate How and Why or Why not.

ANY OTHER COMMENTS:

Teacher Questionnaire

Non-English Classes

Name of School______________________ **Boro.**__________ **Date**__________

Teacher's name______________________

1. Prior to this Summer, have you had previous experience working with non-English speaking children?
    - 1- yes
    - 2- no

   If yes:
   For how long?__________
   What type of experience?______________________________
   ____

2. Have you had either university or in-service courses on teaching English to non-English speaking people?
    - 1- yes, both university and in-service courses
    - 2- yes, only university courses
    - 3- yes, only in-service courses
    - 4- no, neither univesaity nor in-service courses

3. If university courses taken(above 1-2), how many credits do you have in these areas below?

Area	Number of credits
1- methods and materials	______
2- linguisitics	______
3- other (specify)	______

4. Do you speak a second language?
    - 1- yes Which language?
    - 2- no

   If yes:
   How well do you speak it?
    - 1- fluently
    - 2- well but not fluently
    - 3- know only a few words and phrases

5. How would you rate the adequacy of supplies for this program?
    - 1- more than adequate
    - 2- adequate
    - 3- less than adequate
    - 4- received no supplies

   If you rated them less than adequate(1) or more than adequate(3), please explain your rating.
   ____
   ____

6. Were parents informed of and involved with the program?
    - 1- yes
    - 2- no

   If yes:
   How? ______________________________

7. Select the phrase that best describes parent interest in the program.
  1. Apathetic
  2. Little interest
  3. Average interest
  4. High interest
  5. No basis for judgment

8. How would you describe the level of pupil motivation?
  1. Apathetic
  2. Low
  3. Average
  4. High
  5. Intense

9. List the number of children at each level of the language scale both at the beginning of the summer and now.

LEVEL	Beginning of summer No. of children	LEVEL	Now No. of children
A	______	A	______
B	______	B	______
C	______	C	______
D	______	D	______
E	______	E	______
F	______	F	______

10a. Do you have an educational aide assigned to you?
  1. Yes
  2. No

10b. If Yes, describe his or her duties and responsibilities.______________________

____

____

11. Select the phrase that best describes the progress made in the following areas by most of the students.

	great progress	good progress	some progress	little progress	no progress
a) Vocabulary (ie extent of vocabulary, choice of words.)	____	____	____	____	____
b) Pronunciation	____	____	____	____	____
c) Use of Words	____	____	____	____	____
d) Over-all fluency	____	____	____	____	____
e) Comprehension	____	____	____	____	____
f) Intonation (ie rhythm, stress, pitch)	____	____	____	____	____
g) Language Patterns (structure, use of words)	____	____	____	____	____

12. From your personal observations to what extent do you feel most of the children have adjusted to regular classroom routines?
    1- excellent adjustment
    2- good adjustment
    3- fair adjustment
    4- poor adjustment

13. To what extent have the children,now receiving instruction in English as a second language, received previous instruction in this area?
    1- most of the children have had previous instruction
    2- a majority of the children have had previous instruction
    3- some of the children have had previous instruction
    4- only a few of the children have had previous instruction
    5- almost none of the children have had previous instruction

14. How many classes do you teach per day?
    1- one
    2- two
    3- three
    4- four
    5- five
    6- more than five

15. What is the total number of children you see? ________________

16. What is the average class size? ______________

17. On the whole how would you describe student attendance?
    1- almost all children attend daily
    2- most children attend daily
    3- most children are sometimes absent
    4- most children are frequently absent

B 100

What are the major strengths of the "English as a Second Language" Program?

What are the major weaknesses of the "English as a Second Language" Program?

What recommendations would you make for next years program?

CRMD

B 101

INDIVIDUAL LESSON OBSERVATION REPORT

School____________________ Borough____________________ Class______ Grade_____

Teacher's Name____________________ Sex________ Approximate Age (Circle) 20-29
30-39
40-49
50+

Observer's Name____________________ Length of Observation__________ Date______
Approximate number of children in class ______.

If this is a joint observation, check here_______ and record name of other observer____________________. Joint observations should be reported by each observer without consultation.

1. Content of lesson(s) observed: (Circle one or more)
    1. Language Arts (Specify)____________________
    2. Arithmetic
    3. Science
    4. Social Skills
    5. Music or Art
    6. Other____________________

2. How typical do you think this lesson was of normal functioning in this classroom?
    1. Completely typical
    2. Reasonable approximation
    3. Less than reasonable approximation (Why?)

3. How did class react to presence of observer? (Circle one or more)
    1. Class forgot observer was present after a few minutes
    2. Class seemed to feel anxious or agitated by observer's presence
    3. Class was reminded of observer by teacher who persistently referred to observer, eg. "Let's show Mr._______ how well we can...."
    4. Other, explain____________________

4. Who taught during your observation?
    1. Regular classroom teacher
    2. Special staff. Indicate who:____________________
    3. More than one member of the staff. Indicate who:____________________

5. What amount of planning and organization was evident in the lesson(s)?
    1. Lesson was exceptionally well organized and planned
    2. Lesson was organized and showed evidence of planning
    3. Lesson showed some signs of previous teacher preparation
    4. Lesson showed few or no signs of organization or planning

6. To what extent were the objectives of the lesson made clear?
    1. Always clear
    2. Sometimes clear, sometimes unclear
    3. Mostly lacked clarity

7. Was the lesson appropriate for the children in terms of their apparent ability level?
    1. Yes
    2. No
    3. Other:Explain____________________

8. How would you characterize the teacher's level of creativity and imagination evidenced in this lesson?
   1. Extremely creative
   2. Moderately creative
   3. Average
   4. Somewhat stereotyped
   5. Very uncreative and stereotyped

Explain your answers:____

____

____

9. To what extent was the group's creative thinking stimulated?
   1. Very much
   2. Somewhat
   3. Very little
   4. Not at all

10. To what extent was problem solving and thinking stimulated in the lesson?
    1. Very much
    2. Somewhat
    3. Very little
    4. Not at all

11. To what extent, and how effectively, were resource materials and teaching aids utilized?
    1. Wide variety used creatively and effectively
    2. Wide variety used but not particularly effectively
    3. Some used creatively and effectively
    4. Some used but not particularly effectively
    5. Little or none used but appropriate for particular lesson
    6. Little or none used (where they could have been)

12. To what extent did this lesson lay a foundation for future lessons?
    1. Considerable possibility for continuity
    2. Some opportunity for continuity
    3. Little or no possibility for continuity

13. How would you rate the lesson you have just seen, considering the quality of instruction?
    1. Outstanding
    2. Better than average
    3. Average
    4. Below average
    5. Extremely poor

14. What use of the child's background and experiences was evident in this lesson?
    1. Consistent opportunities for child to relate to his experience and/or bring experiences to lesson
    2. Some opportunity for child to relate lesson to his experience and use experience in lesson
    3. Lesson was remote from child's experience
    4. Question not applicable. Explain:______________________

    ____

15. How would you rate the lesson you have just seen judging from the children's interest and enthusiasm?
    1. Outstanding
    2. Better than average
    3. Average
    4. Below average
    5. Extremely poor

16. To what extent did the class seem interested in the lesson?
    1. Every or almost every child seemed interested
    2. More than half the class
    3. About half the class
    4. Less than half the class
    5. Few children

17. To what extent did the class understand the lesson?
    1. Every or almost every child understood.
    2. More than half the class
    3. About half the class
    4. Less than half the class
    5. Few children

18. To what extent did the lesson itself elicit spontaneous questions?
    1. Very frequent elicitation of questions
    2. Often elicitation of questions
    3. Only occassionally elicited questions
    4. Rarely elicited questions
    5. No reason for lesson to elicit spontaneous questions

19. In general, when the teacher asked a question, how many hands were raised ?
    1. Almost all hands were raised
    2. Most hands were raised
    3. Some hands were raised
    4. Few or no hands were raised

20. To what extent did the teacher encourage meaningful verbalization?
    1. Very much
    2. Somewhat
    3. Very little
    4. Not at all

21. To what extent did the teacher encourage social interaction?
    1. Very much
    2. Somewhat
    3. Very little
    4. Not at all

22/ How do children respond to classroom routines and management?
    1. Children usually know and respond to routines
    2. Children sometimes know and respond to routines
    3. Children rarely respond to routines

23. To what extent did the teacher have to discipline her children.
    1. Very frequently
    2. Frequently
    3. Occassionally
    4. Rarely
    5. Not at all

24. Are directions, when given, clear to the children?
    1. Not clear, teacher constantly has to repeat
    2. Sometimes clear, sometimes repetitive
    3. Always clear, minimal repetition
    4. No opportunity to observe

25. In terms of the ability levels of the children, what demands does the teacher make on the child's intellectual problem solving ability?
    1. Demands less than could be expected from these children
    2. Demands problem solving and thinking appropriate to childrens' intellectual abilities.
    3. Demands more from the children than could be expected from them.
    4. Other: Explain______________________________________

26. What were the major effective features in the classroom you visited?

27. What were the major weaknesses in the classroom you visited?

28. What instructional innovations have you observed in this classroom? Describe briefly.

29. Comments:

Rate the characteristics or behaviors exhibited by the teacher or lesson on the five point continuum given below. The end points of the scale(1,5) represent the extremes of the characteristics, wheras 2,3,4, represent greater or lessor degrees of that behavior. If there is no basis for judgment of any characteristic, check the column to the left, NB--

NB A. QUALITIES OF TEACHER

___	1. Flexible	5	4	3	2	1	Inflexible
___	2. Empathic	5	4	3	2	1	Disinterested
___	3. Responsive	5	4	3	2	1	Aloof
___	4. Alert	5	4	3	2	1	Apathetic
___	5. High expectation for children	5	4	3	2	1	Low expectation for children
___	6. Progressive	5	4	3	2	1	Traditional
___	7. Committed	5	4	3	2	1	Uncommitted
___	8. Integrated personality	5	4	3	2	1	Immature personality
___	9. Likes children	5	4	3	2	1	Dislikes children
___	10. Respects children	5	4	3	2	1	No respect for children

B. QUALITIES OF LESSON

___	1. Imaginative	5	4	3	2	1	Routine
___	2. Demonstrates knowledge of subject	5	4	3	2	1	Limited knowledge of subject
___	3. Steady,Consistent	5	4	3	2	1	Erratic
___	4. Deep, Substantive	5	4	3	2	1	Superficial
___	5. Original	5	4	3	2	1	Stereotyped, Sticks to Workbook or Text only
___	6. Stimulating for children	5	4	3	2	1	Dull for children
___	7. Informal	5	4	3	2	1	Formal
___	8. Creative	5	4	3	2	1	Uncreative
___	9. Clear	5	4	3	2	1	Unclear

____10. Systematic	5	4	3	2	1	Disorganized
____11. Meaningful	5	4	3	2	1	Rote

C. QUALITIES OF CLASSROOM

____ 1. Clean & Orderly	5	4	3	2	1	Dirty and Disorderly
____2. Attractive	5	4	3	2	1	Unattractive
____3. Warm atmosphere	5	4	3	2	1	Cold atmosphere
____4. Displays children's work	5	4	3	2	1	No display of children's work

B 107

CRMD

THE CITY COLLEGE
Office of Research and Evaluation Services

Summer School Program for
CRMD Pupils-Summer 1967

Teacher Questionnaire

Name of School____________________Borough__________Date__________

Teacher's name_____________________________

What subject(s) and grade(s) did you teach before this program?

For how long?

Did you teach in the CRMD summer program last year? (circle one) Yes No

Have you taught children from similar backgrounds before? Yes No

If yes, where?

For how long?

Did you attend any training or orientation program for this project?
Yes No

In what area(s) do you have your license(s)?

1. How many children are enrolled in your class? ________.

2. Of these children:
    a) how many are classified as educable? _______.
    b) how many are classified as trainable? _______.
    c) how many come from public schools? _______.
    d) how many come from parochial or private schools? _____.

3. What has been your approximate average daily attendance? _______.

4. In what way, if any, would you say the children in your class this summer differ from CRMD children you have taught during the regular school year? (if none, write none).

5. Is your instructional method; content of lessons; or organization of your classes different from the regular school year? Yes No

   If yes, how?

6. To what extent do you feel the resource materials and supplies available to you adequately met the needs of the children?
   - a) Materials supplied were inadequate
   - b) Materials were adequate
   - c) Materials were more than adequate

   If materials were inadequate, describe in what way.

7. How often did you have the opportunity to meet with parents of your children during the summer?
   - a) No opportunity to meet with parents
   - b) Occasional meetings with parents
   - c) Frequent meetings with parents

8. Did your school have a parent workshop? Yes No

   If yes, how often did it meet?

9. Were you able to attend the meeting(s)? Yes No

10. What were your major goals for your children during the summer program?

11. Will you send evaluative reports on your children to their parents? Yes No

12. Will you send evaluative reports to the home schools? Yes No

13. Did you have an educational aide? Yes No

    If yes, what were his or her duties?

14. How effectively did he perform his duties?

15. How do you feel about the value of the summer school program for CRMD pupils?
    - a) Enthusiastic
    - b) Positive, but not enthusiastic
    - c) Slightly positive
    - d) Slightly negative
    - e) Strongly negative

    Why?

16. What were the strengths or effective aspects of the summer school program for CRMD pupils?

17. What were the weaknesses or ineffective aspects of the summer school program for CRMD pupils?

18. In what way or ways do you think the children who attended the summer school program have progressed during the summer compared to comparable children who did not attend?

19. Directions: Please indicate the approximate amount of time and attention (or emphasis) that you devoted to each of the areas listed below. If you placed little or no emphasis and spent little or no time in any given area- circle 1; If you spent some time and placed a fair amount of emphasis or instruction in an area - circle 2; If you spent much time and a good deal of emphasis-circle 3.

NB: We have included many more areas than any one teacher is likely to have been able to stress in a half-day, six week program.

AREAS	Little or No Time Spent	Some Time Spent	Much Time Spent
I. Language Arts-Oral			
a. Knowledge of Self	1	2	3
b. Knowledge of School	1	2	3
c. Knowledge of Others	1	2	3
d. Knowledge of Daily Happenings	1	2	3
e. Listening	1	2	3
f. Participating	1	2	3
g. Knowledge of Good Habits	1	2	3
h. Ability to Follow Directions	1	2	3
II. Motor Development and Manual Dexterity			
a. Physical Activity: Gross Muscle Activity	1	2	3
b. Physical Activity: Small Muscle Activity	1	2	3
c. Arts and Crafts	1	2	3
d. General Ease of Mobility	1	2	3
III. Language Arts- Reading Readiness			
a. Audio Discrimination	1	2	3
b. Visual Discrimination	1	2	3
c. Left to Right Movement	1	2	3
d. Ability to Speak Conversationally	1	2	3
e. Vocabulary	1	2	3
f. Comprehension	1	2	3
g. Experiential Reading - (Charts)	1	2	3
h. Written Communication	1	2	3

19 (Continued)

IV. Mathematics - Understanding			
a. Non-numerical Concepts	1	2	3
b. Recognition of Numbers	1	2	3
c. Computation	1	2	3
d. Meaning of Numbers	1	2	3
e. Use of Numbers	1	2	3
V. Adaptability			
a. Gets along with peers	1	2	3
b. Seeks friends	1	2	3
c. Conforms to Rules	1	2	3
d. Adapts to Routines	1	2	3
e. Gets along w/teacher	1	2	3
f. Likes School	1	2	3
VI. Intellectual Functioning			
a. Memory	1	2	3
b. Creativity	1	2	3
c. Ability to Generalize	1	2	3
d. Ability to Abstract	1	2	3
e. Reasoning	1	2	3

If you have stressed any areas not listed please indicate them on the back.

Code________________
(Leave blank)

THE CITY COLLEGE
Office of Research and Evaluation Services

Summer School Program for Junior High and Intermediate School Pupils-Summer 1967

Educational Aides Questionnaire

Name____________________________ Male______ Female______

Address____________________________ Summer School__________________

Age_______ Summer Class______________

Former High School____________________ Teacher____________________________

Date of Graduation____________________ Borough__________________

(Circle appropriate answer)

1. How did you find out about the summer school educational aide program?

    1. High School
    2. Guidance Counselor
    3. Friend
    4. Parent
    5. Community Progress Center
    6. Other

2. Where did you apply for the job?

    1. Community Progress Center
    2. High School
    3. Church
    4. Other

3. Was there a training session for your job as educational aide?

    Yes No Don't know

4. Did you participate in this special training program for your job as educational aide?

    1. Yes
    2. No

    If yes, who sponsored the program?

    If no, why didn't you participate?

5. How prepared do you feel to assist in the classroom?

   1. More than adequately prepared
   2. Adequately prepared
   3. Less than adequately prepared
   4. Not prepared at all

   If you circled 3 or 4, please explain why.

6. Do you have any specific assigned duties to perform each day?

   1. Yes
   2. No

   List them:

7. What are your present responsibilities as you see them?

   1. Teach entire class
   2. Teach individual students
   3. Assist teacher
   4. Prepare materials
   5. Other

8. How many classes are you assigned to each day?

9. Do you assist in Math_____Reading______or other_________________?
(check one or fill in other)

10. In what way do you feel you can contribute to the program?

11. Specifically, how do you feel you can help the students in the classroom?

12. In what ways do you think the program will help the students this summer?

13. Do you think that you will benefit from this program?

    1. Yes
    2. No

    If yes, in what way?

    If no, why?

14. What would you like to be?

15. What do you think you will be?

16. Do you intend to continue your education in the fall?

    1. Yes
    2. No

    If yes, where do you plan to go to school?

    If no, what do you plan to do?

code________
(Leave blank)

THE CITY COLLEGE
Office of Research and Evaluation Services

Summer Day Elementary School-1967

Educational Aides Questionnaire

Name________________________ Male________Female________

Address________________________ Summer School________________

Age__________ Summer Class_____

Former High School____________ Teacher________________

Date of Graduation____________ Borough________________

(Circle appropriate answer)

1a. Did you participate in a pre-service training session for your job as an educational aide?
  1- yes
  2- no

1b. If yes, check areas in which you were trained.
  1- in teaching reading
  2- in teaching arithmatic
  3- in assisting teacher
  4- in handling behavior problems
  5- in operating machines (please specify machines)

  6- others (please specify)

2. To what extent do you feel that your supervising teacher permitting you to utilize your abilities?
  1- completely
  2- most of the time
  3- some of the time
  4- very little of the time

3a. Were you observed in the classroom by the teacher-trainer?
  1- yes
  2- no

3b. If yes, how often ? (record answer in number of times per summer)_____

4. How would you evaluate the supervision and training given to you by your teacher-trainer?
  1- excellent
  2- good
  3- fair
  4- poor

5. Who was the major source of help to you in learning your job?
    1- teacher-trainer
    2- teacher I worked with
    3- principal (if different form teacher-trainer)
    4- experience
    5- other (specify who)

6. How prepared do you feel you were to assist in the classroom?
    1- more than adequately prepared
    2- adequately prepared
    3- less than adequately prepared
    4- not prepared at all

7. List,in order of time spent, the 3 major activities you did this summer.
    1-

    2-

    3-

8. Specifically, how do you feel you have helped the students in the classroom?

9. In what ways do you think the program has helped the students this summer?

10a. Do you feel that you have benefitted from this program?
    1- yes
    2- no

10b. If yes, in what way?

10c. If no, in what way? Why?

11. Has this experience affected your career goals?
    1- yes
    2- no

12a. Based on this experience I have (select the 1 most appropriate phrase)
1- decided to go into teaching
2- decided not to go into teaching
3- decided to remain an educational aide
4- other (explain)

12b. If you have decided to go into teaching, what preparation do you think you will require?

12c. Where do you plan to get this preparation?

13. How much formal education have you received? (circle last level completed)
1- eighth grade or less
2- some high school
3- high school graduate
4- 1-2 years of college
5- 3 4 years of college
6- Others (e.g. professional training)

14. What were the major strengths of the educational aides program?

15. What were the major weaknesses of the educational aides program?

16. What recommendations would you make for improving the educational aide program?

B 118

THE CITY COLLEGE
OF
THE CITY UNIVERSITY OF NEW YORK
NEW YORK, N. Y. 10031

THE SCHOOL OF EDUCATION

August 8, 1967

Dear Teacher-Trainer,

We find we must ask you for your assistance in providing us with final evaluative information regarding the role of the teacher-trainer and educational aide in relation to the SPES program. This information is vital for the successful implementation of any future SPES program.

Let us assure you that your opinions will be held in strictest confidence. Because of the deadlines imposed upon us by the Board of Education, we would appreciate receiving your completed questionnaires no later than August 20.

The members of our research staff will be preparing summaries of the data obtained from Teacher-Trainers. If you would like a copy of this summary, please print your name and address below and enclose it with your completed questionnaire.

Thanking you for your assistance, I remain

Very truly yours,

Norman P. Shapiro

Norman P. Shapiro

……

T.T.

Name ____________________

Address ____________________

____

B 119

code ____________ (Leave blank)

THE CITY COLLEGE
Office of research and Evaluation Services

Summer Day Elementary School-1967

Teacher-trainer questionnaire

Name ______________________ Male __________ Female __________

Address ______________________ Summer School ______________________

Age __________ Summer Class __________ Regular Class ______________________

Regular School ______________________ Borough ______________________

(Circle appropriate answer)

1a. How prepared do you fell you were to train the aides?
1- more than adequately prepared
2- adequately prepared
3- less than adequately prepared

(If items I or 2 are checked)
1b. What single factor most accounts for your feeling of preparedness?
1- the quality and amount of the pre-service orientation and training
2- prior experience
3- other (please specify)

(If item 3 checked)
Ic. What single factor most accounts for your feeling of unpreparedness?
1- deficient pre-service orientation and training
2- lack of experience
3- other (please specify)

2. To what degree did your expectation of the work involved with this program coincide with the actual amount of work that needed to be done?
1- there was more work than I anticipated
2- there was less work than I anticipated
3- there was much work but it was anticipated
4- there was little work but it was anticipated

3a. At the onset of the program how manyeducational aides were assigned to your school? __________

3b. Now that the program is nearing completion how many aides do you have in your school? __________

4 From where were the aides recruited (church groups, Haryou, etc.)

5. How effectively have the aides operated in your school?
   1- very effectively
   2- somewhat effectively
   3- with little effectiveness
   4- not effective at all

6. How would you characterize the ratio of teacher-trainers to aides?
   1- there are too many aides to a teacher trainer
   2- there are too few aides to a teacher trainer
   3- the ratio is fine as is

7a. Did you observe the aides in the classroom?
   1- yes
   2- no

(If yes)
7b. How often (record answer in number of times this summer) ?

8. In what areas do you feel that the aides can operate most effectively?
   1. Relieving teachers of paper work
   2. Providing individual instruction to children who need it.
   3. Monitorial duites e.g. watching the children in the yard.
   4. In assuming the role of a second teacher
   5. Other (please specify)

9a. Do you feel that you had adequate time for supervision?
   1. Yes
   2. No

9b. If No, why not?

10. What kinds of problems did the educational aides most frequently express?

11. How might the pre service teacher-trainer orientation and training program be improved?

12. How might the teacher-trainer/ed.-aide program be improved?

B 121

THE CITY COLLEGE
Office of Research and Evaluation

Summer School Program for
Elementary School Pupils Summer-1967
INTERVIEW GUIDE FOR EDUCATIONAL AIDES

1. When and where did you get your training as an aide?

2. What was the nature of the training you received?

3. How related to the training is what you actually do?

4. How would you evaluate your teacher-trainer? Why?

5. To what age/grade are you assigned?

6. How many children are in the class?

(enrolled_____________ regularly attend__________)

7. How many other adults are in the class?

Who are they (roles)?

8. What are your major responsibilities?

9. What problems do you experience?

10. How often do you find yourself with little to do?

11. Do you feel the teacher lets you use your skills in the best way possible?
(If yes, how? If not why not?)

12. What is the nature of the supervision you received from the teacher-trainer?

13. How did it help you?

14. Were you observed in the classroom by the teacher-trainer? How often?

15. What was the major source of help to you in learning and doing your job?

16. Has this experience affected your own career goals? In what way?

17. (If planning to become a teacher) How long do you think it will take you to acquire the necessary training?

18. Where planning on future education?

19. Do you think the educational aide program should be continued?

20. In what ways could the educational aide program be improved?

Note: On original questionnaire, questions calling for extended comments allowed considerably more space than is shown here.

B 125

THE CITY COLLEGE

OFFICE OF RESEARCH AND EVALUATION SERVICES

SUMMER SCHOOL PROGRAM FOR
ELEMENTARY SCHOOL PUPILS SUMMER-1967

Librarian Questionnaire

Name_______________________________________

School_____________________________________

(Circle appropriate response)

1. a. Were you a librarian during the previous academic year?

    1. Yes
    2. No

   b. If yes, at what school?_____________________________
   If no, what did you do?

2. In what area(s) are you licensed?

3. Did you receive your graduate degree in library science?

    1. Yes
    2. No

   If no, in what field did you obtain your degree?

4. How many years of experience have you had in the area of library science? _____

5. Please describe the goals of the library program at your school. (use additional space on the other side of the paper)

6. Did you attend an orientation session at the beginning of the summer school period?
    1. Yes
    2. No

If yes, for how many days? ____________________

7. Do you have any assistants?
    1. Yes
    2. No

If yes, how often do they assist?

If no, do you feel you needed them?

8. How often were you visited by a field supervisor?

9. With which special programs does the library work in conjunction? (circle one or more)
    1. Enrichment program
    2. CRMD program
    3. Reading program
    4. Arithmetic program
    5. Non-English program
    6. Gifted

10. How effectively are the teachers in your school working in accord with the library program?
    1. Very effectively
    2. Effectively
    3. Moderately effectively
    4. Slightly effectively
    5. Ineffectively

11. About how many of the teachers usually accompany the students to the library?
    1. All of them
    2. Most of them
    3. Some of them
    4. Few of them
    5. None of them

12. How many of the teachers are enthusiastic about having their classes make use of the library?
    1. All
    2. Most
    3. Some
    4. Few
    5. None

13. How many classes would you estimate take full advantage of the library facilities?

1. All
2. Most
3. Some
4. Few
5. None

14. About how many students seem to be enthusiastic about making use of the library?

1. More than when program began
2. About the same
3. Less than when the program began

15. How many of the students who visit the library borrow or take home books?

1. All
2. Most
3. Some
4. Few
5. None

16. How long may a book be kept out of the library by a pupil?

17. Were special materials obtained for the library summer program?

1. Yes
2. No

If yes, what were they?

18. Do you feel that the materials available in the library adequately met the needs of the students?

1. Yes
2. No

If no, why not?

19. Please rate the space allocated for housing all library facilities and students.

1. Extremely adequate
2. Adequate
3. Slightly adequate
4. Less than adequate
5. Very inadequately

20. The following are a list of activities which might have been employed during the course of the summer school program. Please note the extent of their usage and their effectiveness at your school. Indicate your response to Extent of Usage by circling either (1) very often, (2) often, (3) occasionally, (4) seldom, or (5) never. Indicate your rating of "Effectiveness" by circling. Base your estimate of effectiveness on whatever your own personal goals and standards were for the program.

Activities	Extent of Usage					Effectiveness			
	Very Often	Often	Occasionally	Seldom	Never	Very Effective	Somewhat Effective	Somewhat Ineffective	Not Effective At All
a) Instructions concerning use of library and its facilities	1	2	3	4	5	1	2	3	4
b) Independent Research by children	1	2	3	4	5	1	2	3	4
c) Independent browsing by children	1	2	3	4	5	1	2	3	4
d) Recreational reading	1	2	3	4	5	1	2	3	4
e) "Baby Sitters Club"	1	2	3	4	5	1	2	3	4
f) Story telling	1	2	3	4	5	1	2	3	4
g) Creative dramatics	1	2	3	4	5	1	2	3	4
h) Recitation of poems by children	1	2	3	4	5	1	2	3	4
i) Let children share reading	1	2	3	4	5	1	2	3	4
j) Let children complete stories which you began	1	2	3	4	5	1	2	3	4
k) Pantomiming stories	1	2	3	4	5	1	2	3	4
l) Giving talks on authors, topics, hobbies, etc.	1	2	3	4	5	1	2	3	4
m) Use of audio-visual materials & graphic arts	1	2	3	4	5	1	2	3	4

n) Use of exhibits	1	2	3	4	5	1	2	3	4
o) Organizing library squards to maintain order	1	2	3	4	5	1	2	3	4
p) Working with art and music teachers	1	2	3	4	5	1	2	3	4
q) Helping parents select books for entire family	1	2	3	4	5	1	2	3	4
r) Helping parents select books for themselves	1	2	3	4	5	1	2	3	4
s) Other (please specify any activities or problems not covered in previous items)	1	2	3	4	5	1	2	3	4
	1	2	3	4	5	1	2	3	4
	1	2	3	4	5	1	2	3	4
	1	2	3	4	5	1	2	3	4
	1	2	3	4	5	1	2	3	4

21. In your opinion, what are the strengths of the library program?

22. What are your suggestions regarding the structure of the library program for the fututre? How can it be improved?

23. Do you feel that the library program was an effective one?

1. Extremely effective
2. Effective
3. Moderately effective
4. Slightly ineffective
5. Very ineffective

24. Please make any additional comments or recommendations relative to the summer school library program that you feel are relevant.

Staff List

Dr. David J. Fox, Evaluation Chairman
Associate Professor
Director, Office of Research and
Evaluation Services
Chairman, Department of Social
and Psychological Foundations
The City College of New York

Norman P. Shapiro, Project Director
Research Assistant, Office of Research and
Evaluation Services
The City College of New York

Valerie Barnes, Senior Research Assistant

Roberta Centner, Research Assistant
Val Karan, Research Assistant
Marietta Shore, Research Assistant
Leslie Smith, Research Assistant

Susan Bliss, Interviewer
Rene Buder, Interviewer
Violet Hernandez, Interviewer
PierNico Solinas, Interviewer
Lenore Weinless, Interviewer
Herbert Zwieg, Interviewer

Observers and Consultants

Mr. David Balis
Instructor
New York City Community College

Mrs. Gloria Chotin
Supervisor of Student Teachers
School of Education
New York University

Dr. Harold Davis
Assistant Professor
School of Education
College of the City of New York

Dr. Harwood Fisher
Assistant Professor
School of Education
College of the City of New York

Mr. Robert Grossman
Consultant in Art

Dr. Ruth Grossman
Assistant Professor
School of Education
College of the City of New York

Mr. Stephen Jablonsky
Lecturer, Music
College of the City of New York

Dr. Elayne Kahn
Assistant Professor
School of Education
College of the City of New York

Dr. Lisa Kuhmerker
Assistant Professor
Department of Education
Hunter College

Dr. Elizabeth Langley
Associate Professor
New York State University

Dr. Bruce Maliver
Private Practice

Dr. Joseph Minskoff
Assistant Professor of Educational Psychology
School of Education
New York University

Mrs. Beverly Persky
Music Consultant

Dr. Wilma Rausa
Lecturer
School of Education
College of the City of New York

Dr. Julius Rosen
Assistant Professor
School of Education
College of the City of New York

Mr. Sigmund Rothschild
Adjunct Professor, Fashion Institute
Member, American Society of Appraisers

Dr. Sol Schwartz
Assistant Professor
School of Education
College of the City of New York

Dr. Marvin Siegelman
Associate Professor
School of Education
College of the City of New York

Mr. Richard Smolens
Lecturer
Department of Education
Hunter College